



2017-18 GRADE 7 COURSE OFFERINGS

Course Planning Worksheet: Examples are based on the courses students are enrolled in (i.e. math, music and/or Spanish). The example courses are NOT in order but this is merely a worksheet to determine registration options.

	1 st Semester	2 nd Semester
Core Courses:	Math	Math
	Science	Science
	Language Arts	Language Arts
	Social Studies	Social Studies
Fine arts/PE options: every other day, all year	Physical Education and <u>Select one:</u> Band, Orchestra, Chorus, or Art	Same as 1st Semester
Select semester options: meets daily for the entire semester	<u>Select one:</u> Spanish (limited space) or Art (different projects from other art course)	<u>Select one:</u> Media Maker Space , Digital Intelligence , or Coding and Robotics
Select an Enrichment course or Research period Intervention (assigned)	Enrichment courses can be taken only once (up to two total)	Research period may be taken for one or two semesters.

Notes:

- **Lunch** fits into the schedule during the 4th bell class.
- **Research period** may be taken for one or two semesters
- Courses highlighted in [blue](#) have **links to video** descriptions as well.
- **Enrichment courses** can be taken only once during the two years offered (unless indicated).
- **Students with IEP's** will be hand scheduled based on information gathered by the intervention specialist (both current and new) and parent requests. They will not need to register electronically.



YEAR-LONG ELECTIVES

These courses alternate on a day 1/day 2 schedule all year long. Physical Education will alternate with one of the choices listed.

PHYSICAL EDUCATION - Required Course

The goal is to teach students that physical activity needs to be a part of their daily lives and that they are responsible for their own good health by developing positive attitudes toward personal fitness and recreation, which will lead to a healthy and satisfying life. We offer a combination of team sports, individual sports and fun fitness activities in order to accomplish this goal. While we understand that not all students will “master” all skills, we do expect them to participate and attempt to improve.

AND select one of the following fine arts options to alternate daily with physical education.

A. BAND

Seventh grade band is an ensemble that provides students with learning and performance opportunities on wind and percussion instruments. The primary focus is on the development, continuation, and expansion of basic skills begun the previous year that are necessary for effective instrumental music performance. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, honor band, and private lessons. Students in the seventh grade band perform in at least two concerts per year. *Students with no prior band experience interested in participating in 7th grade band may need to take private lessons and work on their own to achieve the same level of performance as the students with one year of experience.*

OR

B. CHOIR

Seventh grade choir is an ensemble that provides students with learning, rehearsal, and performance opportunities in singing. The primary focus is on the development and continuation of basic music skills that are necessary for effective vocal music performance. The choir will focus on achieving balanced choral tone, proper vocal technique, singing in parts, learning basic music theory concepts, and developing high performance standards. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests and private lessons. *Students in seventh grade choir are required to perform in two concerts per year and one choral contest.*

OR

C. ORCHESTRA

Seventh grade orchestra provides students with learning and performance opportunities on violin, viola, cello and bass. The primary focus is on the development and expansion of basic skills learned in sixth grade orchestra that are necessary for effective instrumental music performance. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests and private lessons. Students



with no prior orchestra experience interested in participating in 7th grade orchestra must take private lessons and work on their own to achieve the same level of performance as the students with one year of experience. *Students in the seventh grade orchestra are required to perform in at least two concerts per year.*

OR

D. VISUAL ART

This year-long course offers expanded opportunities to explore sculpting, painting, drawing and printmaking. Lessons and artwork created in this course will be similar to what is taught in the seventh grade semester Visual Art course. The additional time in the studio will allow students to explore each media in more depth. Students will develop their own ideas as they work collaboratively and individually to critique their artwork using creative problem-solving skills.

SEMESTER OPTIONS:

Students will take one of the three courses listed below from the innovation department. Students will be asked to prioritize their request. Each course has a capacity for 300 students.

A. DIGITAL INTELLIGENCE

Being the best learner you can be starts with knowing about yourself. This course will challenge students to build a digital portfolio demonstrating to future teachers, employers, and college recruiters what type of learner you really are. Students will learn about a variety of digital tools and pursue pathways that interest them the most to complete the portfolio that demonstrates competency on the International Society of Technology Educators standards.

OR

B. CODING AND ROBOTICS STEM LAB (click for intro course video!)

We interact with technology every day. It surrounds us - yet few of us understand what goes on “under the hood” of the apps and programs that we rely on and enjoy. Students enrolled in this course will develop the skills necessary to be more than just the *users* of the technology that surrounds us every day - they will become the *creators*. Students will participate in an overview of computer science topics and work to solve challenges in a variety of coding environments. We will program computers, design and code our own robots, and use technology to solve real-world challenges! Throughout the course, we will focus on problem solving, logical thinking, grit, determination, collaboration, and creativity - all essential skills in today’s world. (Priority given to students not enrolled in Engineering and Design.)

OR

C. MEDIA MAKER SPACE

The ability to tell a good story is an essential part of life and using technology and collaborating in a media makerspace can help enrich that ability to tell stories. This hands-on class will



provide students an opportunity to produce media in various forms on a variety of self-selected topics.

Students enrolled in this class should be able to work collaboratively with peers, plan ahead for long term projects, and be open to receiving feedback for improvement. It is helpful but not necessary, for a student to have access to a phone camera or a tablet with the capacity to photograph and record. (Ipads will be available for use **at school**, but most students will prefer to photograph and record subjects outside of school.)

Examples of experiences may include -

- Creating photographic montages and photographic essays
- Reading the hidden messages in visual images
- Generating stories that are influenced by sound effects and music
- Mixing and recording sound tracks
- Using speaking skills to engage an audience
- Producing how-to videos using self-created paper props
- Editing video to create polished short movies
- Crafting reflective vlogs

ADDITIONAL SEMESTER OPTIONS:

INTRO TO SPANISH

This course introduces culture, vocabulary and grammar through daily conversation, interactive classroom activities and the incorporation of authentic materials and classroom technologies. Students will be introduced to the Spanish language through the study of various countries of the Spanish-speaking world. New vocabulary will be introduced through 5 thematic units that include school, travel, food, descriptions and numbers. Student grades will be based on a combination of proficiency tasks (i.e. skits, written tasks), performance tasks (vocabulary and grammar quizzes) and integrated unit projects that require them to bring all of their newly acquired skills together. For greater possibility of success, it is recommended that students achieve a "B" or higher in this course before moving on to Spanish I in eighth grade. **This course is a prerequisite to Spanish I (8th grade) at MMS.**

OR

VISUAL ART (Semester Course)

Explore fun art units that enable you to sculpt, paint, draw, print, and create your very own sketchbook. Let your imagination run wild as you develop your individual voice and understanding of visual literacy through the choices of various media, tools and techniques while in a studio environment. This course gives you a strong visual art foundation that includes identifying types of images, Feldman's stages of a critique, applying the Elements of Art and the Principles of Design, and discovering key art history facts. Teacher and peer coaching will help guide you through the challenges of expressing your ideas in your work. You will have the



opportunity to expand your critical thinking skills, discuss art from several cultures as well as value visual art in our society.

ACADEMIC ENRICHMENT COURSES:

Students may take two of these courses. The purpose of these courses is to serve the needs of our students identified as gifted. In addition, students who have a passion for the identified content area may also elect to sign up for an enrichment course to further his/her learning. The goal is to provide a stretch opportunity for students and challenge their thinking and/or learning process.

ENGINEERING and DESIGN (SCIENCE) (click for intro course video!)

This course features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. They envision, design and test their ideas following the Engineering Design Process (EDP). Students will be given challenges to solve where they will be expected to conduct basic research to prepare for their challenge, then they will design and/or build their ideas, test and collect data, and present their record of this journey through the process. Sample projects may include building catapults, Rube Goldberg machines, and self-propelled boats. Students will have the opportunity to explore basic 3D modeling and 3D print their very own designs! This course emphasizes critical thinking, creativity, innovation, teamwork and real-world problem-solving. This course's projects will be almost entirely in small groups to foster an environment of teamwork and collaboration. These experiences help spark interest in science and create a strong foundation for further learning in high school and beyond. (Priority given to students not enrolled in Coding and Robotics.)

PROBLEM SOLVING USING MATHEMATICAL PRACTICES I

Ever wonder how the FBI catches criminals based on their fingerprints, wanted to build a real miniature putt-putt course, or become a millionaire stockbroker? If you answered yes to any of these questions then you should sign up for Math Problem Solving with Mr. McNally.

We will be looking at the question that so many people ask in math class, “will we ever really use this”? This course is designed to enhance your problem-solving skills through unique math projects that show you how math is really used in the world. We only use math that you have already learned in school up to this point, so join us for a class that will be interesting and fun!

This course is available to both 7th and 8th graders and students may be in mixed classes.

EXPLORATIONS IN HISTORICAL RESEARCH

This course is modeled after the National History Day research and presentation structure in which students engage in the historical research process and present their findings in the form of a research paper, documentary, website, performance, or exhibit. Students will become experts on a topic of their choice as they analyze and interpret primary and secondary sources. Students will think critically in order to draw conclusions about their topic's connection to the 2018 annual History Day theme: *Conflict and Compromise in History*. Students will consider multiple perspectives and evaluate their topic's historical impact. All students will have their projects evaluated using the criteria set forth by National History Day and those who choose to



take this course during the fall semester will have the opportunity to enter their projects in a series of contests at the local and possibly state and national level.

SPEAK UP, WRITE NOW (LANGUAGE ARTS)

WANTED: Creative thinkers, writers, speakers, and performers. Flex your intellectual muscles in creativity challenges. Cultivate your comedic side in witty writing pieces. Command the stage in skits, Open Mic performances, and acting games. Welcome to Speak Up, Write Now, a gravity-defying realm of creativity and challenge, designed for students who crave time to write and share their artistic creations! Push yourself beyond your boundaries into new ways of thinking, writing, and speaking. Perfect the art of humorous writing and exercise your imagination. Short stories, poems, videos, music—every form of art is here, waiting to push you even further. Make your voice heard in weekly Open MIC sessions, That is Disturbing! commentaries, Urban Legend retellings, Super Sentence challenges, and Why Did the Chicken...? competitions. If you love writing and are looking for a fun, challenging opportunity to stretch your creative boundaries, then this course is for you! Your imagination is calling. It's time for you to Speak Up and Write Now!

MASON IN THE MIDDLE

Mason in the Middle is seeking aspiring editors, sports enthusiasts, savvy social media users, creative artists, technology gurus, photographers, video makers, and ambitious reporters with the ability to tell stories and create content for our online newspaper. The official news website and online newspaper of Mason Middle School, Mason in the Middle, is powered by the nationally-renowned, award-winning high school newspaper The Chronicle and its staff. We are a growing team and are looking for self-motivated, high-achieving students who can report on what matters most to our readers--the events and issues happening right here at Mason Middle School.

RESEARCH PERIOD: 1 or 2 SEMESTERS

This course will be a place to provide support for students in their core academic classes. Students will have the opportunity to complete assignments, work on projects, investigate academic topics, and complete independent study. Students will receive a grade in this course but it is not factored into their GPA.

NOTES:

GRADING FOR ENRICHMENT COURSES/ RESEARCH PERIOD

It is our expectation that students who are enrolled in an enrichment course have selected it because they are either interested in the extra challenge of the content area and/or have a specific interest in the content. We truly believe that students in these courses have the ability to be very successful and we want to stretch their knowledge and understanding of the content area chosen. While there is minimal homework assigned, students will be assessed on their ability to perform the tasks assigned. The grading scale reflects that belief.

A Invested means that a student is going above and beyond the minimum expectations in participation and/or products produced.



B Meets expectations as set forth by the teacher.

I Student has Not Yet met the expectations of the course therefore corrective action has been taken in the form of a performance plan. This grade may only be used on the progress report.

F Student failed to meet the expectations for the course even after creating a performance plan. Student chose to remain in the course even after the recommendation to transition to a research period elective due to lack of progress.

If there is a concern regarding student progress, the teacher will have a conversation with the student at the 4.5 week mark, contact the parents, and create a performance contract which includes student self-monitoring. After an additional 4.5 weeks, a decision regarding removal if no significant progress has been made.

INTERVENTION COURSES

These courses are designed to offer academic support to students based on academic data as well as performance data both in the current and previous school years.

MATH INTERVENTION or LA INTERVENTION

Students may be assigned an intervention course for one or two semesters to supplement their regular language arts or math course in an effort to close gaps. This placement is based on achievement data collected during the previous and/or current school year. This class takes the place of one of the student's research or enrichment bells.

FOR STUDENTS WITH IEPs ONLY

STUDY SKILLS YEAR LONG

This course is assigned to students identified by an **Individual Education Plan (IEP)** with the purpose of assisting them in the development of effective and successful academic, social and emotional strategies to help them achieve success at the middle school level. Interventions are put into place to assist students as they prepare to transition to high school. Students will be assisted in monitoring their progress and working with the teacher to meet their specific academic goals.

APPLIED MATH YEAR LONG

This course is for students who have below grade level math skills or who have failed the math Performance Indicators, CBE, or performed poorly on the State Achievement Test. Teachers may also recommend students. Students meet daily for individualized and/or small-group instruction focusing on the mathematical gaps. *This class is in place of the regular grade-level math class.*



APPLIED LANGUAGE ARTS YEAR LONG

This course is for students who have below grade level language arts skills or who have performed poorly on classroom assessments, district assessment, or the State Achievement Test. Students meet daily for individualized and/or small-group instruction focusing on the language gaps. *This class is in place of the regular grade-level language arts class.*

Miscellaneous Information:

- **Students identified as gifted** are served through our math honors and enrichment courses.
- MMS students have **access to an online calendar** and do not receive planners.
- MMS students can **carry drawstring sized bag and/or Chromebook bag** to class. Bookbags are allowed to and from school only.
- If your child is **testing for an honors math course** this spring, they will register based on their current math course in the sequence. The math course will be changed by the administration as appropriate.
- There are **limited spaces in 7th grade Spanish** (400 students maximum per course). Students will be scheduled on a first come first serve basis. Students who do not get in will be placed on a waiting list that is time stamped.
- 7th grade Spanish is a prerequisite to Spanish I in 8th grade.
- Students who are interested in other languages in high school should wait until 9th grade to enroll in the language of their choice (i.e. German, French, Spanish, American Sign Language, and Mandarin).
- There are **limited spaces in the Innovation courses** (300 students maximum per course). Every student will take one of the three offered.

MMS Course Registration Opens on Wednesday, March 15th @7:00AM. The registration link will be sent only to the first guardian listed in the system for the student.

Please make sure we have the **correct email on file**. If you lack computer access, feel free to print out the worksheet and give it to the MI counselor. Include the student name with ID number and we will complete the registration.

MMS Course Registration Closes on Tuesday, March 21st @ 11:59PM