

EIGHTH GRADE COURSE CATALOG 2015 -2016

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ENGLISH

The Eighth grade English Language Arts curriculum is comprised of several thematic units which allow for interdisciplinary connections. Curricular units focus on *Building Character Through Conflict; My Place in the World; Extraordinary Occurrences; and William Shakespeare's "A Midsummer Night's Dream."*

Students read from a variety of genres for a variety of purposes and they engage in literary analysis. Literary selections include: *The House on Mango Street, "Flowers for Algernon," A Midsummer Night's Dream, "Thank You Ma'am," "Jabberwocky" and "The Road Not Taken."*

Units may also include supplementary novels such as : The Chocolate War, Speak, Animal Farm, The Outsiders, The Omnivore's Dilemma, Hiroshima, The Martian Chronicles, The Absolutely True Diary of a Part Time Indian, A Separate Peace, And Then There Were None, The Pearl, and The Little Prince. In addition, students will read/view a selection of memoir, nonfiction articles, poetry, films and research materials.

Students will produce several kinds of writing during 8th grade. Focal writing genres include persuasive essays, literary analyses, informal responses to literature, poetry, journal entries, personal narrative / memoir, expository articles and short fiction. Language study will involve grammar instruction and vocabulary development, as well as a year long focus on language usage, syntax, and diction. Activities are ongoing throughout the year and may include: group projects, oral presentations, recitations, skits, literature circles, cooperative group work, quizzes and tests and participation in group or class discussions. Students will also benefit from several short interdisciplinary units that will involve collaboration among their team teachers.

MATHEMATICS

In grade 8, students will explore the following units aligned with the Massachusetts Curriculum Frameworks for Mathematics.

Overview of Grade 8 Frameworks

The Number System

- Know that there are numbers that are not rational and approximate them by rational numbers

Expressions and Integers

- Work with radicals and integer exponents
- Understand the connections between proportional relationships, lines and linear equations
- Analyze and solve linear equations and pairs of simultaneous linear equations

Functions

- Define, evaluate and compare functions
- Use functions to model relationships between quantities

Geometry

- Understand congruence and similarity using physical models, transparencies or geometry software
- Understand and apply the Pythagorean Theorem
- Solve real world and mathematical problems involving volume of cylinders, cones and spheres

Statistics and Probability

- Investigate patterns of association in bivariate data

Mathematics 8 – S.S

The Mathematics 8- with skill support class parallels the curriculum of Mathematics 8, with additional support for student's basic math skills. The course covers the grade eight Massachusetts Frameworks, while addressing specific topics to improve students' math proficiency.

Big Ideas Math Chapter	Skills/Concepts
1: Equations	Solve linear equations by isolating a variable using the distributive property and combining like terms. Write and solve equations based on real-world situations including using integers, exponents, fractions, and decimals. Know that some equations have one solution, no solutions, and infinitely many solutions.
2. Transformations	Identify congruence, similarity, reflection, rotation, translation, dilation, tessellations, perimeter, and area. Use the coordinate grid to describe a sequence that proves a relationship between shapes and their elements.
3. Angles and Triangles	Identify angles, shapes, angles sums, and interior/exterior angles. Use properties of parallel lines to determine the measures of angles create by a transversal. Identify and apply properties of triangles to solve problems including similar triangles.
4.Graphing and Writing Linear Equations	Identify slope, parallel lines, vertical lines, horizontal lines and perpendicular lines. Identify proportional relationships, x-intercept, y-intercept, and multiple ways to express linear equations.
5.Systems of Linear Equations	Identify systems of linear equations that have one solution, infinite solutions, or no solutions. Continue to solve multi-step equations. Solve systems of linear equations by graphing and algebraically. Write real-world math situations as linear equations and solve using two variables.
6.Functions	Identify and compare functions including $y=mx +b$ as a linear function. Use multiple methods to express real world functions (words, tables, and graphs), Identify non-linear functions. Interpret rate of change and initial value of a function.

7.Real Numbers and the Pythagorean Theorem	Understand the difference between rational and irrational numbers. Identify the Pythagorean Theorem and use it to solve problems including identifying congruence, and solving for an unknown side. Evaluate square and cube roots.
8.Volume and Similar Solids	Know and apply the formulas for finding the volume of cones, cylinders, and spheres, along with prisms. Explain why two figures are similar, congruent or neither.
9. Data Analysis and Displays	Construct and interpret scatter plots. Design a survey, collect data, and present appropriate displays of that data. Identify a line of best fit from a given set of data and use equations to interpret the slope and y-intercept. Use two way tables.
10.Exponents and Scientific Notation	Use the properties of integer exponents to generate equivalent expressions. Identify scientific notation and use numbers expressed in scientific notation in all operations.

8TH Grade SCIENCE

In eighth grade, students continue to utilize their knowledge of the scientific method with increased rigor, delving deeper into their inquiry, data, & observation skills.

Additionally, the following is an outline of the areas of study:

Earth & Space Sciences: The Changing Earth

- Plate tectonics
- Earthquakes, mountains and volcanoes
- Geologic timeline
- Natural resources

Life Science: Life Over Time

- History of life on earth
- Classification of living things
- Population dynamics

Cells and Heredity

- The cell: Structure and function
- Cell division
- Patterns of heredity
- DNA and modern genetics

Physical Science: Chemical Interactions

- Atomic structure and the Periodic Table
- Chemical bonds, compounds and reactions
- Solutions
- Carbon: In life and materials

Science continued:

Physics:

- Motion, forces and pressure
- Work & energy

Technology and Engineering Science -The Nature of Science and Technology

- Universal systems model
- Simple and complex machines

SOCIAL STUDIES - HISTORY

Eighth grade students will spend the year learning about both world history and U.S. history. Students will explore key issues in U.S. history. Topics will include but not be limited to the Constitution and government, slavery, abolition, the Civil War, civil rights and issues of social justice. In world history students will study the development of civilizations after the fall of the Roman Empire. Students will examine the important political, economic and religious developments of this period including the development, rise and spread of Christianity and Islam, feudal Europe, feudal Japan and Ancient China.

Teachers will foster the development of many skills including written and oral communication, reading for meaning, independent research, critical thinking, analysis of primary sources and working with others to foster a sense of citizenship, while developing a historical and geographical knowledge base. Students will be assessed on their homework and class work, as well as quizzes, tests, participation in class, essays and projects.

READING

Reading is an essential tool in every year of school. Middle School students are expected to have proficient vocabulary, skills and strategies to comprehend and use text successfully in all academic areas as well as meeting the State's performance standards.

What do reading class offer?

- * Identification of specific student needs through specialized testing and assessment.
- * Small group instruction following a curriculum based on the BAS and designed to focus on specific reading strategies and skills necessary for students to reach proficiency levels.
- * A variety of teaching methods to accommodate individual needs.
- * Flexible pacing of instruction and curriculum based on student need.
- * Alternative materials at students' current reading level that are based on the regular curriculum.
- * Adaptive technology that supports students learning.

Reading class is a class designed for students to review and reinforce strategies in comprehension, vocabulary, content area reading and fluency. Materials from all literary genres are used to teach students to learn to read for information as well as learning to read for personal and humanistic responses. Reading class enables students to reach and maintain their reading potential and continue growing as readers. The students work toward becoming proficient and fluent readers.

PHYSICAL EDUCATION

The fundamental goal of the Physical Education program is to prepare students for the challenges of the 21st century by providing opportunities to attain skills, knowledge and attitudes to be physically active for a healthy lifestyle. It is our hope that students should become competent in social skills, motor skills and movement forms and will learn to enjoy physical activity. Participation in physical activity provides important opportunities for challenges, social interaction, group membership and serves as an important role in the physical maturation process.

As a result of these benefits of physical activity, students will begin to actively pursue lifelong physical activities that meet their own needs. Cognitive understandings develop from an initial awareness of the cause and effect relationships between activity and its immediate and identifiable effects on the body. Additionally, the role of physical activity on physiological, social and emotional well-being as well as a comprehensive perspective on the meaning of a healthy lifestyle will be clearly emphasized.

The Physical Education Curriculum provides students with the opportunity to experience a wide variety of physical activities. The program is sequential throughout grades 6, 7 and 8. The activities include a combination of fitness, individual sports, aquatics, kayaking, building and rhythmic activities.

All activities are organized into time blocks called "units" which run for approximately four weeks. Required units for the 8th grade include; Aquatics (kayaking), Personal Fitness, either Cross Country Skiing or Snowshoeing and Health which is 2 units in length. Elective units may include, but are not limited to archery, badminton, golf, floor hockey, field hockey, track and field, flag football, tennis, team handball, ultimate

Frisbee, touch ball, volleyball, indoor soccer, speed-a-way, orienteering, using a GPS, yoga and mountain biking.

Students who master these skills will establish the benefits of a physically active lifestyle, including; better health, higher educational achievement and better preparation for work, improved attendance and lower healthcare costs.

Emphasis will be placed on the development of the whole person including respect for one's self and respect for others, cooperation, individual responsibility, active participation and psychomotor development. This is a critical time period for students; changes due to maturation affect student's abilities as they adjust to these changes. Students will be assessed in these categories daily and will participate in a cognitive assessment at the end of each unit. A personal assessment of students' in the categories of health related fitness will be conducted each year.

HEALTH

Eighth Grade health curriculum consists of two 4-week components. The first 4 weeks is a comprehensive Sex Education Program, **Get Real** which is a research and evidence based curriculum. This unique program for middle schools is designed to provide youth with the skills and information they need to make decisions that lead to healthy behaviors including delaying the onset of sexual activity.

The Get Real curriculum:

Curriculum Frameworks

- Maps to the Massachusetts Comprehensive Health Curriculum Frameworks
Engages and supports parents as the primary sexuality educators of their children
- Employs the principles of Social and Emotional Learning, addressing five core competencies
 - ◇ Self-awareness
 - ◇ Self-management
 - ◇ Social awareness
 - ◇ Relationship skills
 - ◇ Responsible decision-making
- Provides accurate and age-appropriate information on the following topics:
 - ◇ Anatomy and physiology
 - ◇ Puberty
 - ◇ Decisions about sexual behavior with an emphasis on abstinence
 - ◇ Sexually transmitted infections
 - ◇ Protection methods

The second 4 weeks curriculum, **Safe Dates; An Adolescent Dating Abuse Prevention Curriculum**, deals with attitudes and behaviors associated with dating abuse and violence.

EXPLORATORY ARTS PROGRAM

ART

During the course of ten weeks students will experiment with a variety of mediums and art processes that include drawing, design, ceramics/glazing, sculpture and acrylic painting. Students will be exposed to artists that include the portrait work of Chuck Close, Frida Kahlo and Giuseppe Arcimboldo, Carl Warner's foodscapes, mural work by the Philadelphia Mural Arts Program, Wyland, Judith Baca and the sculpture work by Robert Indiana. Students will keep an artist notebook for daily use of notes, sketches and more. They will complete self reflections and self assessments of their work, take part in group critiques and exhibit their work around the school.

MUSIC

The focus of this course is MUSIC APPRECIATION through LISTENING and ANALYSIS, building on concepts covered in 6th and 7th grade. Students will apply CRITICAL THINKING SKILLS in developing their understanding of what will be presented. Concepts include: STYLES – classical, popular, folk; MUSIC HISTORY – Primitive through Modern; IDIOM – vocal/choral, instrumental, chamber, opera, oratorio,

symphony, concerto, etc. Grading is based on TEST and QUIZ SCORES and CLASS PARTICIPATION.

Exploratory Arts continued.....

FAMILY AND CONSUMER SCIENCE

The eighth grade FACS course is an exploration of foods and nutrition. Students gain experience doing hands-on activities with emphasis on critical thinking skills and problem-based learning. Cooperative Learning and practical life skills are an integral part of this course. The main three concepts that this course will emphasize are food preparation, nutrition, and consumer skills. Measuring techniques, following directions, food safety, and product labeling, basic nutritional information are covered. Students will have an opportunity to demonstrate these skills in the kitchen while preparing provided recipes.

COMPUTERS

The eighth grade computer class will concentrate on the elements of the World Wide Web. The major components will be learning good search techniques and web site evaluation to support a research project connected to the eighth grade curriculum. Using Google Sites, students will then create web pages leading to the development of a small web site. Students learn about individual features such as how to add and format text and graphics and then progress to layout, adding pages, etc. Editing image files and techniques used in computer graphic design will be taught in conjunction with web page creation to gain a better understanding of what one might see on the

Internet. Throughout the course students are reminded of the Acceptable Use Policy and Internet Safety skills are reinforced. Grades for all components are based upon projects, daily work, and overall participation.

SPECIAL EDUCATION COURSES

RESOURCE ROOM: Strategies for Learning

This course, Strategies for Learning, aims to support instruction for special needs students in areas such as reading understanding textbook material, preparing for tests or quizzes, breaking down and completing long term projects, writing essays and practicing note taking techniques. These skills aim to aid these students in becoming more independent and successful learners in their regular education content classes. Students are eligible for participation in this course as a result of a special education TEAM meeting and an individual education plan. (IEP)

INCLUSION CLASSES

Inclusion classes in several subject areas, are implemented according to the individual education plan (IEP) recommendations of special needs students. Both special education teachers and special education instructional assistants are utilized in various classrooms applying many types of inclusive models. Inclusion is the classroom setting where special needs students are included in the general education environment and specific instructional techniques are practiced in order to meet the needs of all the students in that environment.

ALP: Alternative Learning Program

The Alternative Learning Program is an individual and small group instructional program based on a student's proficiency level. Curriculum materials/methods of instruction are modified in order to introduce subject matter appropriate to student's level. Direct instruction occurs in the subject areas of reading, language arts, math, science and social studies as needed. Particular attention is given to mastery of basic vocabulary for each subject and to improving written and oral communication skills as a means of demonstrating comprehension of the subject matter.

Students are assigned to homerooms, physical education and exploratory block classes along with students from their own grade. Students able to participate in regular academic classroom settings can receive supplemental assistance in the ALP classroom rather than in a large group study hall. Study skills are specifically taught to improve each student's ability to work more independently in school.

Length of instructional periods and requirements for completed assignments are gradually increased as students gain independence and mastery of subject matter. ALP students are held to the same expectations of behavior and receive the same consequences for infractions of the JFK Middle School Code of Conduct. Modifications and accommodations designed to promote student success are outlined in the individual education plan.

GOALS PROGRAM

OVERVIEW

All students who attend classes in the Goals have undergone an extensive evaluation pursuant to PL 94-142. As a result of this evaluation, the student's educational needs are delineated in an educational program to meet these needs. Through this program we strive to develop problem solving. The curriculum provides for a daily emphasis on current events, citizenship, peer relationships, responsibilities for individual choices and use of leisure time. The following courses are offered: Language Arts, Academic Assistance, Reading, Spelling, History and Science. Also offered are: Communication Art, domestic Arts and Applied Mathematics. Every effort is made to provide a maximum of mainstreaming for each student.

The main objective of the Goals Program is to develop the student's self-esteem, vocational, academic and social skills so that he/she is able to function as a valuable and integrated member of the student body and of society.

The program offers an acceptable and constructive avenue for self-expression, communication, and emotional release. While participation by all is encouraged, a great deal of individual instruction is available to help the students focus on their own needs and interests.

GOALS READING

The reading component of the Goals Program is designed to meet the specific reading needs of the individuals within the program. Each student participating in the reading program has been identified by a special education TEAM evaluation mandated by PL 94-142. Students are provided with individualized programs, geared to specific identified needs. Students utilize materials on his/her instructional level. Individual progress is monitored daily and progress reports are sent to parents quarterly. Comprehension, vocabulary development and study skills are the major emphasis of this particular program.

GOALS MATHEMATICS

Applied math is designed for those students within the Goals Program who need additional reinforcement in basic arithmetic skills. Course content includes computation (division, multiplication, subtraction and addition), number sense, operations, measurement, patterns and functions and the application of basic arithmetic principals to practical problem solving situations. Individualized objectives and programs are prepared for each student at their instructional level. The program complies with the guidelines and rules set forth in PL 94-142.

LEARNING DISABILITIES PROGRAM

LD Reading:

Assessments:

Decoding/Phonemic Awareness: Word Attack subtest of the Woodcock-Johnson Assessment

Fluency: Great Leaps Reading Program

Comprehension: Language! Program Assessment

Spelling: Language! Program Assessment

Instruction:

Decoding/Phonemic Awareness: Specialized direct instruction and Explode the code Workbook Series

Fluency: great Leaps Reading Program

Comprehension: Language! Program Texts leveled by grade

Spelling: Specialized direct instruction and Language! Program Texts leveled by grade

Additional: Daily Idiom Challenge & Idiom Dictionary Entry

LD Language Arts:

Assessments:

- Writing Samples
- Focused Correction

Instruction:

- Step-by-step specialized instruction of the writing process leveled by grade (including different types of writing: expository, persuasive, etc..)
- Individualized spelling generated from each student's own errors in their writing

- Teacher read alouds and discussion of literature from grade level district curriculum
- Newspaper Exploration Activities

LD Learning Strategies:

Assessment:

- Based on progress/grades in regular content classes

Instruction:

- Organization/assignment book checks/planning of work timelines for long-term projects
- Strategies for attacking a textbook or other content class related material
- Pre-teaching/re-teaching/review of all material and concepts from regular content classes

ENGLISH LANGUAGE LEARNING (ELL) PROGRAM

(**ESL** = English as a Second Language or **LEP** = Limited English Proficiency)

We provide English learners with the tools they need to understand their classes at JFK and the wider world around them. We offer a welcoming place to students while challenging them to learn new things and do their best. Our small classes enable us to provide refuge and support, and build community.

Our program features both inclusion (student goes to regular, “mainstream” classes) and pull-out (student comes to separate ELL classes). In our ELL classes we teach mixed groups of learners at different English levels, and of diverse national origins. We learn about and draw on the students’ backgrounds as we help them acclimate to school in the United States.

Our Goals:

- * to develop increasing communicative competence in the English language
- * to improve the student’s ability to function successfully in middle school
- * to develop skills in listening, speaking, reading, writing, and critical thinking
- * to promote interaction and understanding between Americans and new Americans or visitors.

Our Course Offerings:

* ELL Content Support

This course focuses on helping students with the challenges of their other classes. We study the concepts and vocabulary of Science, History, Math, English Language Arts, Health, etc. Students learn and practice the language of American schools (for example, words used in giving directions on homework and tests). We also teach reading skills and strategies and encourage students to think for themselves. Students develop confidence as they practice together.

* ELL Beginning English (6/7/8)

In this course we introduce newcomers to the basic structures, pronunciation, and usage of American English. Speaking, listening, reading and writing are all taught through guided practice with peers. We also teach students about American culture and help them adjust to American schooling.

* ELL Intermediate English (6/7/8)

This course gives broad coverage of both everyday English and academic English. We study and practice the structures and usage of American English through speaking, listening, reading, and writing. The students learn about American culture as well. The course is also an introduction to literature in English. It exposes students to different kinds of writing, and to the components of literature. Students practice the writing process in all of their work.

WORLD LANGUAGES

The study of world languages and their respective cultures offers students the opportunity to broaden their perspective both linguistically and culturally. The language programs enhance and reinforce the basic skills of the core curriculum, while focusing on the second language as a means of communication. These courses are designed as a second phase of a cohesive language program that may be continued at the high school level.

It is possible to start Latin in eighth grade. However, students taking either French or Spanish should have begun in seventh grade. Course offerings and their descriptions are listed below. Available offerings for grade eight: Latin I or II, French IB and Spanish IB. Latin II, French IB and Spanish IB traditionally offer field trips that serve as culminating activities for the middle school language sequence. Additional information can be found in the “World Language Courses: Seventh and Eighth Grade Options” document prepared by the Language Department. Course offerings and their descriptions are listed below. (see addendum)

CLASSICAL LANGUAGE – LATIN I & II

OBJECTIVES

- To help each student develop a strong foundation in grammar, vocabulary, and translation techniques within appropriate contexts.
- To enhance the student’s knowledge of historical and cultural backgrounds of the Romans and Greeks.
- To use Latin expressions for limited communication.
- To build English vocabulary skills through the study of Etymology and derivatives.

LATIN I (Open to both 7th & 8th grade students)

Latin I is a beginning course introducing students to the lives of the ancient Romans and immersing them in the language through a series of stories about a fictional Roman family. As students learn basic Latin expressions and grammatical structures, they acquire skills to translate Latin. Those skills help them to understand more clearly grammatical concepts of the English language and aid them in responding to questions about the stories in Latin. As they develop skills to recognize derivatives in English, they begin to connect English and Latin vocabulary and make connections to the Romance languages. The study of Latin root words continues to expand their skills in English and second language learning. In time, students should begin to attain proficiency in reading and listening for comprehension of the stories in Latin, as well as in speaking in phrases or short sentences. Writing in Latin is continually reinforced and enhanced via the translation of short English passages or students' original sentences within their projects.

Text: *Ecce Romani (Book I)*

Supplementary materials: teacher prepared activities, flashcards, and visuals, varied sources on Roman culture and short selections from Roman authors.

LATIN II

Pre-requisite: Successful completion of Latin I.

In the second year, students review the basic language structures and vocabulary and learn new and more complex structures through the continuation of the series of stories written in

Latin. However, more focus is placed on the lives of actual Romans instead of on the fictional family from earlier chapters. Students are presented with a broad spectrum of Roman society through the study of travel, hospitality, attendance at chariot races, and life in the city with its monuments, buildings, and sepulchral writings. Students engage with Roman culture through hands-on projects, like designing ancient pottery and planning a funeral for Romans living in Italy and in Roman Egypt. They explore cultural practices in greater depth and gain a greater appreciation of Roman culture by reading authentic Latin from the ancient Romans via sayings, proverbs, and selected excerpts of various Roman writers. Students become more proficient in the skills of listening, reading, and writing Latin. Students continue to use Latin orally in responses. They make frequent connections between Latin and English and the Romance languages by comparing and contrasting vocabularies and similar grammatical structures. Students continue learning to recognize Latin root words and derivatives and work to incorporate their knowledge of Latin into their own lives in a multilingual world.

Text: *Ecce Romani* (Book 1 and begin Book 2)

Supplementary materials: teacher prepared activities, flashcards, and visuals, varied sources on Roman culture and selections from "*The Romans Speak for Themselves*".

MODERN FOREIGN LANGUAGES

OBJECTIVES:

- To help each student attain a degree of proficiency in the four skills of listening, speaking, reading and writing.
- To reinforce the basic skills of the core curriculum and the study skills program.
- To enhance the student's appreciation and awareness of the cultures of the language.

FRENCH IB

French IB is a continuation of the French IA course. It presents the more complex structures of basic French and expands the cultural themes that were introduced in the seventh grade. Skills in listening and speaking are reinforced while increased emphasis is given to reading and writing.

Vocabulary, grammatical concepts, sentence structure and French culture are presented. All students participate in oral/aural exercises and written exercises. Flashcards, visuals, slides and word games are used to help the student develop his/her vocabulary. In addition to quizzes, writing assignments and homework, oral participation is included in determining grades. Routine use of the assignment book and personal vocabulary journal is expected.

TEXT: Discovering French: bleu McDougell Littel, 2001

Supplementary materials: Activity sheets, visuals and YouTube videoclips and songs.

SPANISH IB

Spanish IB is a continuation of the Spanish IA course. It presents the more complex structures of basic Spanish and expands the cultural and conversational themes that were introduced in the seventh grade. Skills in listening and speaking are reinforced while increased emphasis is given to reading and writing.

The primary goal continues to be the study of the language for communication and the development of an appreciation for the cultural diversity of the Spanish-speaking world.

TEXT: iExprésate! (Holt, Rinehart & Winston, 2008)(textbooks are not distributed)

Supplementary materials: Workbooks, activity sheets, teacher prepared activities, manipulatives, flashcards and realia.

CHORUS

Choral music in a variety of styles and languages will be performed in two required concerts throughout the year: Winter Concert at the end of the first semester; Spring Concert at the end of the school year. Students can expect that each chorus rehearsal will address vocal technique, singing in parts, and music literacy. Students are required to learn and understand music notation as it pertains to choral literature, and will be tested on these concepts. The level of difficulty and content of choral selections is age-appropriate. Musicality, stage presence, and professionalism are also emphasized and reinforced. Opportunities for solo parts and small ensembles are an important part of each program; auditions for these "special parts" is strictly on a volunteer basis and is not required for the student's grade in chorus. After-school rehearsals, which will be held in the weeks prior to each concert, are not required but participation is strongly encouraged in order to ensure a successful concert performance experience. Participation in the Winter and Spring Concerts is part of each student's grade in Chorus class.

8TH GRADE INTERMEDIATE BAND

This course is for students who can play music that is at grade 2-3 level of difficulty on a scale of 1-6 (professional level). The music and support materials will increase the level of understanding of the elements of music (notes, rhythms, articulation, style, dynamics, phrasing, etc.) and ensemble playing (playing well together, blend, balance, intonation, etc.). Students who graduate from this program will be ready for the high school band. Individual goals will be set and must be attained as the year progresses. Home practice is required as is attendance at all performances. Recommendation of the instructor is required.

The 7th and 8th grade band will work toward performing at a music festival each year.