

8th Grade Elective Descriptions

SY 2009-2010

AVID

Achievement via Individual Determination (AVID) is college preparatory course involving a language arts based curriculum with emphasis on the writing process and writing as a tool of learning. In addition to inquiry and collaboration, AVID also provides students with academic survival skills, i.e. time management, note-taking, textbook reading, library research, test taking skills, and study skills. The Cornell note-taking system is taught and students are expected to use this system in all classes. AVID students are required enrollment in a course of rigor to provide academic challenge. A course of rigor at HMS is a Foreign Language, an accelerated math course or Algebra, and Advanced Band. Recruitment of students to participate in the AVID program is conducted through careful screening of scholastic aptitude, behavior / attendance patterns, past and current standardized testing data (Terra Nova), and current academic progress (GPA). The selection criteria for AVID students includes a Math, Language, and Reading stanine of 5 – 9 (50th to 99th percentile), 2.0 – 3.5 GPA, teacher and administrator recommendations, returned signed application, and a successful interview.

Application and Staff Recommendation

3D Art This course is designed to develop essential art skills and to expand art experiences in the realm of three dimensional art forms. An introduction to the elements and principles of design as it relates to three dimensional art forms will prepare the student for the exercises which will follow. Some of the various media will be yarn, plaster, pariscraft, pottery clay, as well as, various paper forms such as corrugated cardboard and papermache. Instructional activities will provide experience with art materials, tools, and equipment commonly used in art education programs. Students will learn to produce works of 3-dimensional art in several media, to develop knowledge of art processes and techniques, and to understand the proper care of tools and materials. Class will explore digital photography and video using cameras and computers. Software includes Adobe photoshop, Photoshop Elements, Illustrator, and In Design. Lessons include how to use the digital still and video cameras, how to take a portrait, how to enhance photos and create collage on the computer.

Band (Advanced) Prerequisites: Two years of previous band experience or teacher approval.

The purpose of this course is to acquaint students with advanced instrumental music skills. Students will develop the ability to read at sight all appropriate levels of band and solo music. They will learn proper discrimination of pitch and tuning procedures. Students will learn correct counting procedures with rhythm patterns and will be taught scales and music fundamentals. This band, when possible, will form a concert band with the Intermediate Band that will play concerts together outside of the school day. Participation in these concerts is a requirement of the course. Students will be expected to practice for 30 minutes, 6 days a week, and maintain and submit a weekly practice log signed by a parent.

Band (Intermediate)

The purpose of this course is to acquaint students with intermediate to advanced instrumental skills. Students will develop the ability to read at sight all appropriate levels of band music. They will learn proper discrimination of pitch and tuning procedures. Rhythmic patterns will be taught, as well as, major scales and music fundamentals. This band, when possible, will form a concert band with the Advanced Band that will play concerts together outside of the school day. Participation in these concerts is a requirement of the course. Students will be expected to practice for 30 minutes, 6 days a week, and maintain and submit a weekly practice log signed by a parent.

Business Enterprise

Business Enterprise introduces students to the world of work-its expectations, demand for skills, flow-of-activity, performance standards and need for interpersonal skills. The first nine weeks concentrate on developing these capabilities; the second nine weeks set up a cooperative business simulation or an actual business in which students apply the skills in different work roles. Instructional activities in each of the learning units will combine traditional instruction, individualized learning assignments, electronic learning services, and job experience. In the simulation or the actual business, peer instruction will be utilized by the managers as supervisor and by students training other students in new job assignments.

Creative Thinking

This course is designed to develop higher level thinking processes such as analysis, synthesis, and evaluation, research skills, problem solving strategies concerning abstract and complex issues, self awareness, and to make connections across disciplines. The purpose of this course is to provide challenging, critical, and creative problem solving opportunities for students who demonstrate high academic and creative talents. This course includes a wide variety of interdisciplinary projects and activities with extended learner outcomes. The projects and activities will require critical thinking, problem solving, inquiry training, and divergent thinking. Many projects are open-ended to allow for a variety of approaches and solutions.

Family and Consumer Science (Home Economics) This course addresses childhood growth and development, the changing role of the family, orientation to nutrition, laboratory safety, and food preparation. Students will also study safety in the home, interpersonal relationships, sewing skills, and clothing care. Cooking labs, sewing craft projects, and the "Flour Baby" project are some of the activities in this course. This is a fun and practical course that students can use in real life!

Family Living This course is designed to provide students with an introduction to the responsibilities involved in family relationships and the home as well as decision making skills. Students will examine the roles they may assume as adults, how they can function effectively in these roles, and some of the skills needed to fulfill future roles. The areas of study include skills in basic needs of family members, interpersonal relationships; meal planning, shopping and preparation; decision making and consumer finances.

German I This high school German I course is designed to provide students with an oral proficiency foundation as they begin to speak German. Students learn to pronounce and discriminate among the various vowel and consonant sounds, as well as, to respond and imitate authentic patterns of intonation rhythm, and pronunciation. Students learn to give simple oral and written information by learning appropriate vocabulary, word order, and grammatical forms. This beginning stage of the study of a foreign language will focus on oral proficiency. Beginning vocabulary and structures will be practiced daily. Students develop communication skills to function in everyday situations. In addition, this part of the beginning stage includes development of reading and writing and an appreciation of cultural diversity. This course will be taken for high school credit. The grade will not be calculated in the HS GPA.

Graphic Communications-Drafting

This course is designed to give the student exposure to the techniques involved in visual communications. In the 18 weeks of the course students will be exposed to most aspects of drafting, from sketching to architectural drawing. A portion of the class will focus computer aided drawing. The student will use

Autocad and 3 D Studio software to create wire frame and solid model drawings and animations. 35mm photography and flip-book animation are other topics that the students will have projects in.

Health

This course is designed to help students conceptualize knowledge, attitudes, and skills related to health issues of adolescents and the precursors of adult health problems that have risk factors that may emerge during adolescence. Students will utilize health education concepts when applying health information literacy skills, enhancing intrapersonal and interpersonal communication skills, analyzing internal and external influences; and applying thinking, self-management, and advocacy skills to promote health and wellness and reduce health risks.

Intro to Electronics/Engineering Technology The class is organized around the gaining of knowledge through individual and team challenges. These are divided into cluster areas of mechanical, civil, electrical and aeronautical. Each of these areas will present the student with opportunities to learn and acquire skills to better help in the selection of career paths in the future. The focus will be on learning through research and hands on experimentation. The majority of the activities will be presented in a design problem format.

Physical Education: Our PE students participate in a variety of activities and work on their personal fitness. Everyone receives their own locker and dresses out for class. Aerobic endurance, flexibility, muscular strength and muscular endurance are emphasized. Team building and sportsmanship are also incorporated. Increased self-esteem, physical fitness, appreciation for natural environment, diversity, development of trust, and opportunities to work together for a common goal are desired student outcomes.

Reading Improvement, Read 180

The year-long reading improvement course is designed to provide instruction for students in grades 6-8 who are in need of remedial assistance. The scope of such instruction is generally focused on decoding strategies, basic vocabulary development, comprehension at the literal level, simplified study techniques, reading for personal pleasure, and the application of these skills to daily life. Instructional activities are delivered in a classroom/laboratory setting and include individualized lessons/counseling, peer teaching, and small group instruction. Students will use materials appropriate to their levels of reading and interests. Trade books, magazines, audiovisual materials, computers, games, and textbooks may be used for instruction.

Staff Recommendation

Spanish I This high school Spanish I course is designed to provide students with an oral proficiency foundation as they begin to speak Spanish. Students learn to pronounce and discriminate among the various vowel and consonant sounds, as well as, to respond and imitate authentic patterns of intonation rhythm, and pronunciation. Students learn to give simple oral and written information by learning appropriate vocabulary, word order, and grammatical forms. This beginning stage of the study of a foreign language will focus on oral proficiency. Beginning vocabulary and structures will be practiced daily. Students develop communication skills to function in everyday situations. In addition, this part of the beginning stage includes development of reading and writing and an appreciation of cultural diversity. This course will be taken for high school credit. The grade will not be calculated in the HS GPA.

Study Skills/Pathways to Careers In this course, students learn about, practice, and implement study skills that promote school success. Focus areas include time management and organization, as well as specific study skills such as textbook reading, note-taking, researching, test-taking, and writing for different purposes. This Study Skills course draws on content from other core classes so that students apply what they are learning in real-time. The second half of the semester focuses on Pathways to Careers and it is designed to provide students with a broad overview of the world of work through self/career awareness. Students will be introduced to career development as a life-long process. Topics will include self and career assessments, career exploration, personal qualities needed in a work environment, and electronic information sources. Students will complete classroom career awareness activities as a means of developing thinking skills, utilizing information-gathering techniques, and exploring self-management tools. Textbooks and resource materials are utilized for completing these activities. Other activities will include field trips, guest speakers, job shadowing, interest inventories, and researching both printed and electronic materials.

TLC Technology Leadership Communities

“Learning to Teach and Learning to Learn through Technology”

The Technology Leadership Community course is a unique course which focuses on teaching students how to learn new technologies and how to teach them to others. The class focused on three major topic areas: new computer technologies like Photoshop (working with images), Fireworks (working with animated GIF files) and Flash (animation). The course will also introduce programming in Visual Basic that will serve as the basis for Action script, which is the Java-like language for controlling animation in Flash. Beyond learning about specific computer applications, they also learned how to communicate, think critically, and reflect upon themselves as learners. As a fully-adopted DoDEA course, this prepares students for the workplace of tomorrow.

Computer Application Knowledge Recommended

Video Productions Topics studied will include the history of communication with an emphasis on video broadcasting. Students will study and demonstrate broadcasting techniques in the areas of research, writing, producing, directing, filming, performing, editing, and video graphics. They will use these techniques to create programs such as news broadcasts and special interest videos for viewing through the school’s closed circuit system.

Yearbook The yearbook production course is a practical course designed to produce the official yearbook for the school. All phases of yearbook production, including photography, copy writing, page layout, and book and advertisement sales are included. The concept of accurate photojournalism is balanced with the need to present the events, activities, and personalities of the school year in a positive manner. Instructional activities will include teaching students the basics of yearbook production. Students will be organized into a hierarchical staff in order to produce the book. Students will photograph people, places, and events important to the school year write copy, lay out pages, and care for all financial aspects of yearbook production. Students will be expected to meet publisher deadlines.