

Grassland Middle School

**2008 — 2009
COURSE
CATALOG**



U.S. Department of Education Blue Ribbon School

Grassland Middle School

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Overview

The purpose of this catalog is to help students and parents become familiar with the academic and related arts program at Grassland Middle School.

Honor Roll

GMS has two honor rolls. Related Arts classes are always included when calculating honor rolls.

- A/B Honor roll – All grades are B's or better
- A Honor Roll (Alpha Club) – All grades are A's

Report Cards

Report cards are sent home every nine weeks, four times a year. Exams comprise 15% of the semester grade for 8th grade academic classes. Progress reports will be sent home at mid-nine week intervals. They are to be signed by the parent and returned.

High School Credit for Eighth Grade Courses

Students may receive high school credit for designated classes taken in the middle school (Algebra I, Physical Science, Geometry, French and Spanish) upon passing both semesters of the course. A comprehensive state or local exam will be given at the end of the course which counts 15% of the semester average. Students will receive credit only for the courses passed. The course grades are not included in calculating the high school cumulative GPA.

Honors Courses

The following Framework of Standards for Honors Courses is required by the State Board of Education to ensure that additional rigor is being provided in all honors courses:

All honors course substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. They include instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. They must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, **an honors course shall include a minimum of five of the following components:**

1. Extended reading assignments that connect with specified curriculum,
2. Research-based writing assignments that address and extend the course curriculum
3. Projects that apply course curriculum to relevant or real-world situations.
4. Open-ended investigations in which the student selects the questions and designs the research
5. Writing assignments that demonstrate a variety of modes, purposes, and styles.
6. Integration of appropriate technology into the course of study.
7. Deeper exploration of the culture, values, and history of the discipline
8. Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
9. Job shadowing experiences with presentations which connect class study to the world of work.

EXAMS

Semester Exams: Comprehensive semester exams will be given in all 8th grade academic classes and will count 15% of the semester average. Many 7th grade academic classes administer comprehensive semester exams. In 7th grade the scores count as a portion of the 2nd or 4th nine weeks grade.

Gateway Tests: Students must pass three Gateway end-of-course tests in order to receive a regular high school diploma. These tests count as 15% of the course grade for the 2nd semester. The three Gateway tests are Algebra I, Biology I, and English II. At GMS students in Alg I take the Gateway test upon completion of the course. If they fail to pass, opportunities will be given as many times as necessary in order to pass.

End of Course (EOC) Exams: Currently, students are required to take the state End of Course exam in one course at GMS, Physical Science. The exam score will be used as the student's final exam grade for the 2nd semester of the course.

Common Comprehensive Assessments (CCA): WCS has implemented a number of different courses where CCAs are administered as the comprehensive final exam. These scores will count as the student's final exam grade in the course.

Writing Assessment: Students will participate in the TN Writing Assessment their 8th grade year. GMS students participate in three practice tests per year beginning the 6th grade year and culminating with the final state assessment given during the 8th grade year. All scores are based on a state wide rubric for writing.

School Counseling

The school counseling office is staffed with three full-time school counselors who work with students to enhance all areas of their academic lives at GMS. The school counselors plan and administer all testing, registration and transition programs. Seventh and eighth grade students who qualify for the Duke TIP and Johns Hopkins CTY talent searches are assisted with the process through the counseling office. School counselors provide group and individual counseling and facilitate groups with the STARS program. The counselors consult with parents, teachers and administrators in the GMS community.

Special Education

GMS offers a continuum of services for those students who have special needs that fall within the guidelines of special education. A staff of special education teachers and full time paraprofessionals serve the current population of students in a wide variety of ways. Itinerant speech language pathologists; occupational and physical therapists; vision and hearing specialists; a social worker behavior therapist and technology experts are also available. Most students are provided service within inclusion classrooms where they are able to maintain grade level work. There are also Learning Labs in the building that are available for individual or small group instruction. Teachers are assigned students primarily by grade levels and provide service to students in the general education classroom, in one of the Learning Labs, or by consultation with their classroom teachers. GMS is also able to address needs such as organizational issues with daily directed study groups at every grade level. In addition, a school psychologist is available to do testing and observations and to assist the special education team in better understanding the learning and emotional needs of students.

Gifted Services

The needs of identified gifted students are met as much as possible through the regular classroom with consultation services provided by a gifted education consulting teacher. The consulting teacher works with general education teachers to differentiate the curriculum for high-ability students, enabling gifted students to reach their fullest potential. Such accommodations may include pre-testing and compacting curriculum, alternate assignments, independent study, or acceleration in one or more curriculum areas, based on the individual needs of students as well as inclusion lessons planned with the intellectually gifted students in mind.

Library Media Center

The GMS Library Media Center supports the instructional program and uses a flexible schedule that allows all students access to the library. The book collection contains 11,000+ books; non-print items number 1000+ and include magazines, audio books, videos and DVDs. Online sources include: Grolier Encyclopedia, ProQuest, SIRS Discoverer and Tennessee Electronic Library. Books are checked out for two weeks and may be renewed for an additional two weeks. Fines are ten cents per day for overdue books. If a student loses a book, he or she must pay the replacement cost. Students must use their organizers to pass to and from the LMC and to check out materials. When gifts are given to the LMC in honor of students and teachers or for special occasions, a bookplate is placed in front of each donated book. New materials are displayed in the "New Book" area. Students' projects are displayed on book shelves and cabinets throughout the LMC. Prospective student library assistants must have the approval of the administration, parents and the library media specialist before applying to work in the LMC. Library hours are 7:15-2:45.

Academic Course Descriptions

SIXTH GRADE

Language Arts/Reading

This course is designed to help students be better communicators by developing their reading, writing, listening, and speaking skills. They will study basic grammar and writing mechanics in order to be able to write a five paragraph narrative and descriptive paper. They will write four types of sentences, and study parts of speech, punctuation and capitalization. They will develop the structural and creative skills of the writing process necessary to produce written language that can be read, and interpreted by various audiences. Comprehension, word recognition, interpretation, analysis, appreciation and vocabulary in the content area will be emphasized in reading print and non-print texts. Students will read different genre and will read to develop fluency, expression, accuracy, and confidence. They will refine their study skills and develop methods of research to enhance learning.

Math

Students will learn the following concepts: numeration (place value of whole numbers and decimals), and operations (adding, subtracting, multiplying, and dividing) with whole numbers, integers, fractions, and decimals. The relationship between decimals, fractions, ratios, and percents is developed in 6th grade. Also included are units in geometry, measurement, graphs, algebraic thinking, and probability and statistics. Students will be moved at an accelerated pace to prepare for algebra and pre-algebra in 7th grade.

Science

Topics included are units on waves, heat flow, ecology, fossils, space, rocks and minerals, plate tectonics, and electricity and magnetism. Students experience many hands-on activities in the classrooms. Field trips are coordinated with the curriculum to provide extension of concepts taught in class. Some years culminate with a mock space mission to Mars at the Challenger Learning Center in Chattanooga.

Social Studies

This course begins with a review of map and globe skills and then moves to the study of prehistoric man and how early man used his environment to live. The main portion of the year involves the study of ancient cultures of the Eastern Hemisphere including Egypt, China, the Fertile Crescent, India, Greece and Rome. The second semester also covers the Middle Ages, the Renaissance, and Reformation.

SEVENTH GRADE

Language Arts

This course focuses on grammar skills, writing, literature, reading skills, vocabulary, and spelling. Students read approximately four class novels as well as various independent novels. A variety of reading strategies and literature concepts such as paraphrasing, summarizing, visualizing, recognizing figurative language and predicting outcomes will be used to enhance analysis and evaluation of print and non-print texts. Students experience writing workshops which cover expository, descriptive, narrative, and persuasive writing. They will learn the five paragraph essay format, and improve their writing using sentence variety, vivid words, effective leads, sensory and figurative language and expressive voice.

Grammar, spelling, and vocabulary skills are embedded into each unit. Grammar includes an in-depth look at parts of speech, sentence structure, and punctuation. A variety of assessments including tests, projects, presentations, and essays are used to evaluate the learning process.

Pre-Algebra

Placement: Successful completion of 6th grade math

In Pre-Algebra students will study problem solving, integers, percent and proportion, data, geometry, number patterns, and rational numbers. They will also learn to graph functions and develop skills for solving equations.

Introduction to Algebra

Placement: Placement is based on performance in the 6th grade, scores on the end of year test, a placement test, TCAP scores and IAI scores.

In Introduction to Algebra students will study problem solving, integers, percent and proportion, data, geometry, number patterns, and rational numbers. They will also learn to graph functions and develop skills for solving equations. Students will study properties of the real number system, equation solving, and exponents. This course is designed to prepare students to take Algebra I Honors in the 8th grade.

Algebra I Honors

Credit: 1.0 high school credit

Placement: Placement is based on performance in the 6th grade, scores on the end of year test, a placement test, TCAP scores and IAI scores.

In Algebra I, students study properties of the real number system, equation solving, exponents, radicals, polynomials, factoring, linear functions, and systems of linear functions, linear inequalities, distance formula, graphing, quadratics, and radicals. Students learn the language of algebra and practice the application of algebraic concepts to real world problems. The Algebra I course content focuses on developing algebraic fluency. Students will develop understanding of algebra as a tool for thinking and communicating across all the strands of mathematics. All students enrolled in this course will take the Gateway Algebra exam upon completion of this course as part of their second semester grade. Passing the Algebra Gateway is required for high school graduation. This course will use the high school honors curriculum.

General Science

Seventh grade science is a two semester general science course containing life science units on cells, heredity, and body systems, an earth science unit on weather, and physical science units related to structure and properties of matter. Students participate in classes that contain a variety of high quality activities that employ different learning styles and strategies. This class provides groundwork preparation for eighth grade physical science and the high school biology gateway test.

Social Studies

Students study the five themes of geography to understand the importance of cultural influences, global resources, geographic features, political and economic systems, conditions, and religious practices. Each of these topics is discussed as regions of the world are explored. Students begin to think like global citizens.

EIGHTH GRADE

Language Arts

In preparation for 9th grade English, students will engage in active reading strategies to help them grasp deeper textual meaning and function more effectively as independent readers. Learning to comprehend, analyze, and evaluate print and non-print text will enhance their research skills. They will write in a variety of modes with specific attention to the expository mode. Students will refine their skills in grammar, mechanics, vocabulary, and spelling as they relate to their reading and writing. They will recognize and correct usage errors within context. They will use phrases and clauses to indicate clear relationships within a sentence or a paragraph. The TCAP Writing Assessment will be administered to 8th grade students in February.

Pre-Algebra II

Placement - Successful completion of 7th grade Pre-algebra I

Coursework in Pre-Algebra includes basic algebraic and geometric concepts and problem solving. Students will use integers, percent and proportion, data, geometry, number patterns, and rational numbers in solving problems. They will also learn to graph functions and develop skills for solving equations.

Algebra I Honors

Credit: 1.0 high school credit

Placement: Placement is based on performance in the 6th grade, scores on the end of year test, a placement test, TCAP scores and IAI scores.

In Algebra I, students study properties of the real number system, equation solving, exponents, radicals, polynomials, factoring, linear functions, and systems of linear functions, linear inequalities, distance formula, graphing, quadratics, and radicals. Students learn the language of algebra and practice the application of algebraic concepts to real world problems. The Algebra I course content focuses on developing algebraic fluency. Students will develop understanding of algebra as a tool for thinking and communicating across all the strands of mathematics. All students enrolled in this course will take the Gateway Algebra exam upon completion of this course as part of their second semester grade. Passing the Algebra Gateway is required for high school graduation. This course will use the high school honors curriculum.

Geometry Honors

Credit: 1.0 high school credit

Placement - Successful completion of Algebra I

Geometry is a course which introduces geometric shapes and the logical study of their properties. In Geometry, students will investigate and justify geometric concepts and relationships using both inductive and deductive reasoning. A credit in Geometry is one of the three math graduation requirements on the university path. Technology path students who enter high school in 2005 or later must have at least one of the following: Technical Geometry, Geometry, or Algebra II credit. Concepts emphasized: undefined terms, postulates, theorems, measurement, geometric patterns, coordinate geometry, two- and three-dimensional figures, transformational geometry, congruence, similarity, inductive and deductive reasoning, logic, and proof. Upon successful completion of Geometry, students will take Algebra II at the high school level. This course will use the high school honors curriculum.

Algebra II Honors

Credit: 1.0 high school credit

Placement - Successful completion of Algebra I and teacher recommendation

Concepts emphasized in Algebra II are analysis of function families (linear and non-linear), solving systems of equations, quadratics, complex number system, graphing, probability, data analysis, and logarithmic and exponential functions. Upon successful completion of Algebra II, students will take Geometry at the high school level.

Physical Science Honors

Credit: 1.0 high school credit

Placement - Taken concurrently with Algebra I, Algebra II or Geometry

Physical Science is a challenging course which involves extensive math usage and homework. The topics covered are chemical and physical properties of matter, balancing chemical equations, force and motion, wave characteristics, energy and machines, and electricity and magnetism. This course will use the high school honors curriculum.

General Science

Taken concurrently with Pre-algebra

General Science is a course that includes all areas of science. The topics covered are chemistry, heredity, force and motion, energy, sound and light, and earth's natural resources.

Social Studies

The curriculum consists of "The American Experience" from Native Americans to Civil War. This American history course is broken into four nine week quarters. The first quarter starts with the earliest Native Americans and runs through the establishment of the first English colonies in North America. The American Colonies and their struggles to establish independence from Great Britain is covered in the second quarter. The Constitution and the establishment of the new American nation comprise the content of the third quarter. The fourth quarter deals with the conflicts that pulled the country apart and the attempts to resolve those issues culminating in the Civil War. There will be a mid-term exam given in December and a final exam given in May. Students will work on various skills including, but not limited to, note taking, power point presentations, research and paper writing, and role playing.

Related Arts Course Descriptions

Each year the decision is made regarding the availability of Related Arts courses based on enrollment and staffing.

FOCUS CLASSES

Focus (6th, 7th, 8th)

Length: 6th & 7th - 9 weeks or as needed

Length: 8th - Semester

Placement: IAI, TCAP scores and teacher recommendation

Focus classes are designed to give students skills to grow and improve on the abilities they currently hold. These classes are offered in math, reading and study skills. They may be remedial or enrichment in nature.

VISUAL ART

General Art (6th and 7th)

Art 6 and Art 7 are nine week courses that cover a variety of techniques, media and critical thinking skills. Students will explore art through the ages, connect to social studies units, and learn about artists and why they create in their unique styles. Instruction is given in many traditional art styles utilizing subjects including real life, still life, landscapes and imagination. Students are encouraged to express themselves creatively while practicing newly learned techniques.

Clay (8th)

Length: 9 weeks

This course will explore a variety of building techniques used in the ceramic arts. We will focus on making both functional and sculptural works of art utilizing design principles in decoration and construction of artworks.

Drawing and Painting (8th)

Length: 9 weeks

This course will focus on drawing and painting skills from observation and abstract ideas. Both wet and dry media will be used focusing on design principles, color theory, and art elements.

Drawing and Sculpture (8th)

Length: 9 weeks

This course will focus on drawing skills from observation and abstract ideas, and applying those ideas to 3-D artworks. 2-D and 3-D media will be used, concentrating on design principles and exploring 3-D additive and reductive processes. 3-D media will include clay, wire, paper-maché, altered books, and found objects.

Painting and Printing (8th)

Length: 9 weeks

This course will explore painting techniques, engraving, embossing, monotype, and screen printing in this class. Ideas will come from observation and abstract thoughts and focus on design principles. In addition, we will be making our own handmade papers to be used as part of the printing processes. and wood and found objects.

BAND

Beginning Band (6th)

Length: 1 year

Placement: None

Membership is open to any 6th grade student who wishes to learn the fundamentals of playing a typical school band instrument. These instruments include flute, oboe, clarinet, bassoon, saxophone, trumpet, trombone, tuba, baritone, French horn, and percussion. Students will learn the foundations that will ensure their success as future band members such as learning to read music, producing a good tone, assimilating music history and theory; and playing and performing individually and as a group. The Beginning Band traditionally performs a Winter and Spring Concert, as well as a concert for incoming 5th graders. Students who are achieving at a high level are also encouraged to participate in the MTSBOA Solo and Ensemble Festival. Students are expected to practice individually in preparation for class and to attend all performances.

Concert Band (7th)

Length: 1 year

Placement: 6th Grade Beginning Band

Membership is open to 7th grade students who have at least one year experience playing their instrument. The course is a continuation of the technical training started in the 6th grade. Students will expand their playing ability, improve their range, tone, and technique, enhance their ensemble skills, continue to assimilate music history and theory, and perform individually and as a group. Students will perform in the Winter and Spring Concerts, a minimum of one football game as a pep band, and a minimum of one pep rally. Students achieving at a high level will be encouraged to audition for the MTSBOA Clinic Bands and also the MTSBOA Solo and Ensemble Festival. Students will attend the Middle Tennessee School Band and Orchestra Association Concert and Sight Reading Festival in the spring. Students will also learn the fundamentals of marching and playing in parade formation. This band performs with the 8th grade band for the annual Franklin Rodeo parade at the end of the year. Students will be expected to practice individually in preparation for class and to attend all performances.

Symphonic Band (8th)

Length: 1 year

Placement: 6th and 7th grade Band

Membership is open to 8th grade students who have at least two years of experience on their instrument. Students will continue to expand their playing ability, improve their range, tone and technique, refine their ensemble skills, apply music history and theory skills, and perform individually and as a group. Students will perform in the Winter and Spring Concerts, all school assemblies for special occasions, a minimum of one football game as a pep band, and a minimum of one pep rally. Students achieving at a high level will be encouraged to audition for the MTSBOA Clinic Bands and also the MTSBOA Solo and Ensemble Festival. Students will attend the Middle Tennessee School Band and Orchestra Association Concert and Sight Reading Festival in the spring. This band also performs for various school and community functions. One of those functions is the annual Franklin Rodeo Parade at the end of the school year. Students will be expected to practice individually in preparation for class and to attend all performances.

CHORUS/MUSIC

Music (6th)

Length: 9-weeks

Students in 6th grade music class will learn the elements, history, and role of music in today's society. The course will encourage active participation in performing and creating music through singing and playing instruments. Students will also learn basic music reading skills, and will listen to, analyze and describe musical examples. Students will also understand the relationships between music, the other arts, and disciplines outside of the arts.

Chorus (7th)

Length: 1 year

Seventh Grade Chorus is a co-curricular course designed to teach students the fundamentals of singing and an understanding of basic musical concepts. There is no audition to join chorus. Students perform in evening concerts and daytime assemblies throughout the school year. Seventh grade choristers participate in the Middle Tennessee Vocal Association's Choral Festival and receive adjudicated ratings in both performance and sight-reading. Students will learn about our culture and the cultures of others by studying various types of choral music. By the end of the year students will have a basic concept of proper singing technique and will be able to sight-read intermediate-level musical exercises. Students discover how to express emotions through music, develop discipline and responsibility, and nurture a sense of community and teamwork. Students are expected to attend all performances. Skills learned in chorus equip the students to enjoy and make music throughout their lives.

Music (7th)

Length: 9 weeks

Students in 7th grade music class will study the elements, history, and role of music in today's society. The course will encourage active participation in performing and creating music through singing and playing instruments. Students will also learn basic music reading skills, and will listen to, analyze and describe musical styles. Students will also understand the relationships between music, the other arts, and disciplines outside of the arts. Skills learned in music equip the students to enjoy music throughout their lives.

Chorus (8th)

Length: 1 year

Eighth Grade Chorus is a co-curricular year long course designed to teach students the fundamentals of singing and an understanding of basic musical concepts. There is no audition to join chorus. Students perform in evening concerts and daytime assemblies throughout the school year. Eighth grade choristers participate in the Middle Tennessee Vocal Association's Choral Festival and receive adjudicated ratings in both performance and sight-reading. They also participate in the MTVA Mass Chorus Festival where they have the opportunity to sing with hundreds of students from throughout middle Tennessee. Students will learn about their culture and the cultures of others by studying various types of choral music. By the end of the year students will have an advanced concept of proper singing technique and will be able to sight-read intermediate to advanced level musical exercises. Students discover how to express emotions through music, develop discipline and responsibility, and nurture a sense of community and teamwork. Students are expected to attend all performances. Skills learned in chorus equip students to enjoy and make music throughout their lives.

DRAMA

Creative Dramatics (6th)

Length: 9 weeks

Level 1 course in basic stage terminology, elements of theatre, building personal resources, and experience in pantomime and improvisation. Both stage and off-stage techniques are introduced.

Creative Dramatics (7th)

Length: 9 weeks

Level 2 course expands on what students learned in the basics class. Students will move on to more scene work, both as monologues and with partners in duets. More theatre topics will be discussed including storytelling, the history of theatre, and general stage practices like projection and movement.

Creative Dramatics (8th)

Length: 9 weeks

Level 3 course designed to be taken after level 1 and 2 have been completed. Students will work on one-acts with their classes, and will be exposed to more classical theatre including a brief unit on Shakespeare. There is also an option in 8th grade to take creative dramatics as a semester elective. These students will delve even further into the study of theatre.

MEDIA TECHNOLOGY

Media Tech (6th)

Length: 9 weeks

This class is designed to introduce students to the media industry. Students will learn basic skills in keyboarding, word processing, spreadsheets, presentation software, movie maker software and using the Internet. The class includes fundamental skills in writing, editing, and producing video media. The students will demonstrate the ability to work professionally with others and understand the roles and responsibilities of various members of a production team.

Media Tech (7th)

Length: 9 weeks

In this class students will explore the media industry. Students will build basic skills in keyboarding, word processing, spreadsheets, presentation software, movie maker software and using the Internet. The class is designed to develop fundamental skills in writing, editing, and producing video media. This course covers some of the fundamentals of video production and includes an introduction to Media History, Copyright Laws, and Media Careers. The students will demonstrate the ability to work professionally with others and understand the roles and responsibilities of various members of a production team.

Media Tech (8th)

Length: 1 semester

Students write, produce and present television and radio broadcasts. Students perform the roles of news anchor, videographer, A/V technicians, and talk show hosts by producing and broadcasting live daily school news through the Channel One network. Students also will act as a disk jockey, narrator, and technician to broadcast recorded school news, GMS sports, and public service announcements (89.9 FM). Students will examine different mass media fields of study including audio and video technologies and journalism and broadcasting.

Wellness

Wellness (6th)

Length: Two 9 weeks

The wellness class in 6th grade will have a physical education and a teen living component. In the PE component cooperative games and fitness testing make up the framework of physical education. Students will participate in a wide range of physical activities through competitive team games, such as basketball, flag football, volleyball, softball, and soccer, and through competitive individual games, such as tennis and golf. Students in the 6th grade will work on large muscle groups to enhance balance, coordination, and agility. In the teen living component units range from the study of personal development and relationships (i.e. stress, bullying, communication skills, and cultural differences) to the study of health issues (i.e. alcohol, tobacco, marijuana, diet assessment) to units on food (i.e. food labeling, serving size, preparation). At the same time students experience practical application of the basic skills involved in reading, writing, mathematics, science, social studies and technology. Sixth grade students will take 2 quarters of Wellness.

Wellness (7th)

Length: Two 9 weeks

The wellness class in 6th grade will have a physical education and a teen living component. In the PE component cooperative games and fitness testing make up the framework of physical education. Students will participate in a wide range of physical activities through competitive team games, such as basketball, flag football, volleyball, softball, and soccer, and through competitive individual games, such as tennis and golf. Students in the 7th grade will work on large muscle groups to enhance balance, coordination, and agility. In the teen living component units range from the study of personal development (i.e. life story, self-concept, learning from failure, coping skills, conflict resolution) to the study of health issues (i.e. mental health, postponing sexual involvement, drugs) to units related to food (i.e. how nutrients affect specific body systems, food sanitation, preparation). Students experience practical application of the basic skills involved in reading, writing, mathematics, science, social studies, and technology. Seventh grade students will take 2 quarters of Wellness.

Physical Education (8th)

Length: 9 weeks

Students will participate in strength and conditioning activities. Students will use the resistance equipment (Powerbase) which offers the best results with almost no risk of injury. Students work on strengthening and toning as well as overall conditioning.

TEEN LIVING

Teen Living (8th)

Length: 9 weeks

Diversified units range from the study of personal development (i.e. stereotyping, prejudice, rights and responsibilities of minors) to the study of health issues (i.e. alcohol, tobacco, illegal drugs, OTC drugs, risk involved in premarital sex) to units studying diet as it related to illness and disease. At the same time students experience practical application of the basic skills involved in reading, writing, mathematics, science, social studies, and technology.

FOREIGN LANGUAGE

French I Honors (8th)

Length: 1 year

Placement: IAI; TCAP, grades, teacher recommendation

French I is a year long class for high school credit, and requires exceptional TACP scores. Students must be self-motivated and have superior study skills to succeed. Due to the quantity of material that needs to be covered, students will be moved at a challenging pace. The material outlined in the Williamson County Spanish I Honors curriculum will be covered throughout this year. At the end of the year, students will take the Common Comprehensive Assessment (CCA) for French I.

Spanish I Honors (8th)

Length: 1 year

Placement: IAI; TCAP; grades; teacher recommendation

Spanish I is a year long class for high school credit, and requires exceptional TACP scores. Students must be self-motivated and have superior study skills to succeed. Due to the quantity of material that needs to be covered, students will be moved at a challenging pace. The material outlined in the Williamson County Spanish I Honors curriculum will be covered throughout this year. At the end of the year, students will take the Common Comprehensive Assessment (CCA) for Spanish I.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME at FRANKLIN HIGH SCHOOL

The International Baccalaureate Organization is an advanced studies program headquartered in Geneva, Switzerland:

The International Baccalaureate Organization describes the Diploma Programme as, "*a demanding pre-university course of studies, leading to examinations, designed for highly motivated secondary school students.*"

Students in IB courses will:

- Receive a rigorous curriculum with high standards and expectations
- Receive grades based on objective criteria rather than relative based norms
- Learn to think analytically as well as master data and procedure based curriculum
- By demonstrating specific levels of achievement on the IB examinations in each of six subject areas, be given the opportunity for advanced college placement and credit. Examinations are given during the junior and senior years.
- Be given the chance to learn to their maximum potential

In addition, IB students will complete three additional requirements:

The Extended Essay – a 4000 word essay on a topic related to their studies in IB course work

The Theory of Knowledge Course – an analytical study of the process of acquiring knowledge

The Creativity-Action-Service Program ("CAS") – 150 hours of approved activities from these three areas.

Students must apply for acceptance into the IBDP. Acceptance is based on grades, attendance, attitude, and work ethic. Course work is centered on advanced analytical thinking skills above and in addition to mastery of procedure and content-based curriculum.

For an application or more information contact Ken Curtis, our IBDP coordinator, at 472-4468 or kenc@wcs.edu.

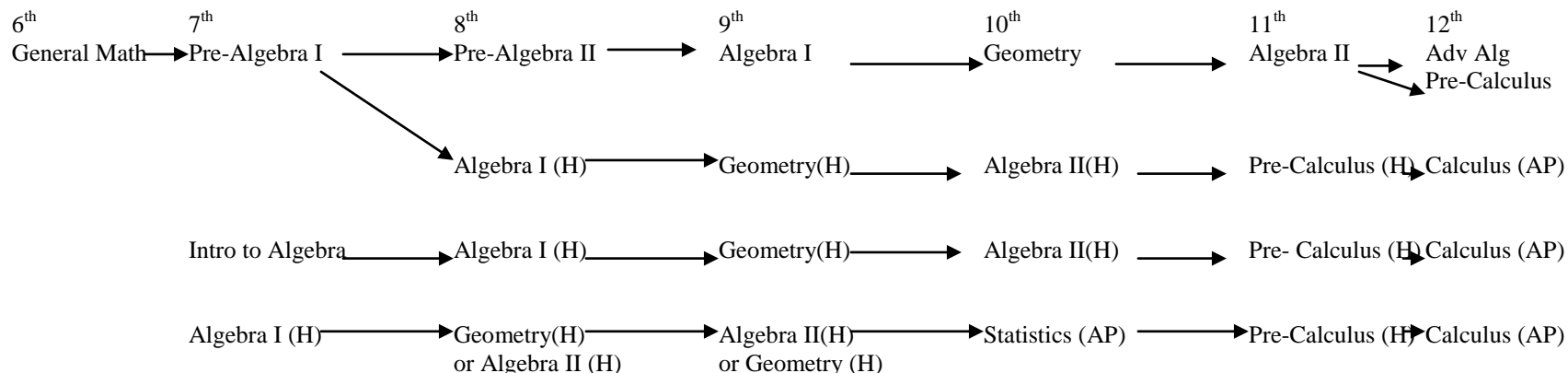
Many colleges and universities around the world give advanced credit and placement for IBDP course work. For information on the policies of specific universities regarding the IBDP, go online to www.ibo.org (click on "services," then on "universities and nations").

Possible Math and Science Sequences from 6th to 12th Grade

It is highly recommended that college bound students take math and science in 12th grade

S = Standard H=Honors AP = Advanced Placement

Math



Science

