



School Year 2011-12

Registration Information Grade 8

Sample Schedule

PERIOD		A - DAY	B - DAY
ADVISORY	7:45-8:07	ADVISORY	ADVISORY
1 / 2	8:11-9:38	Physical Education	Band
3 / 4	9:43-11:11	World Language	Language Arts
5	11:15-11:54	Science	Social Studies
8 th Gr. LUNCH	11:54-2:24	LUNCH	LUNCH
6	12:24-1:09	Science	Social Studies
7 / 8	1:13-2:40	21 st Century Literacy	Math

Visit our website for further information about South View:
[www.edina.k12.mn.us/southview/8th Grade Registration](http://www.edina.k12.mn.us/southview/8th%20Grade%20Registration)

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SOUTH VIEW MIDDLE SCHOOL

GRADE 8 – COURSE DESCRIPTIONS

School Year 2011-12

LANGUAGE ARTS

LANGUAGE ARTS 8: This course continues to develop a solid foundation of literary skills and composition with emphasis on the writing process. Students will read high quality literature that reflects diverse perspectives in all genres. The preparatory graduation standards of fiction within read, view, and listen and the writing portion of the preparatory standard of writing and speaking have been placed in this course.

ENRICHED LANGUAGE ARTS 8: This course builds upon a solid foundation of literacy skills. Students write in a variety of genres for a variety of purposes, including written reflections on their own growth as writers. Students read high quality literature, mostly classic literature – in addition to books they choose to read for their own enjoyment. Reading and writing assignments often require independent work. *Summer reading will be required of enriched students.*

21st CENTURY LITERACY 8: This course will provide students the opportunity to refine skills and strategies in Literacy, Research, Technology, and Communication necessary to transition smoothly and be successful in high school, college and the 21st Century. Students will also work with teachers, counselors and computer software to develop a 4-year, individualized plan in preparation for high school. This course will be paired with Flight, Space and Electronics.

MATHEMATICS

Students are required to take a full year of mathematics in grades 6, 7, 8 and 9. Each student will be placed in the most appropriate mathematics path based on test results and grades. Students are exposed to the same mathematics, but at different pacing and levels of enrichment. Appropriate placement in mathematics classes is regularly monitored and reviewed for each student. University of Chicago math materials are used in all math courses.

ALGEBRA: This class has a broader scope than traditional algebra. It includes significant work in statistics, probability and geometry, and work with calculators and computers. Applications, statistics and geometry are used to develop and exemplify the algebra of linear equations and inequalities. Graphing of lines, probability concepts and non-linear functions are studied and used in contemporary applications. Systems, polynomials and square roots are linked to the study of geometric applications. Students will be assessed on their ability to apply concepts of chance and techniques of data handling to evaluate and solve problems, as well as their ability to analyze patterns and use concepts of algebra to represent mathematical relationships.

GEOMETRY: The principal emphasis of this class is the study of geometric concepts and applications. Coordinates, measurement ideas (including the ideas of area and volume), congruence and similarity are studied. Geometric constructions are described as algorithms. Prior study of algebra, through linear systems and the quadratic formula, is required. Students in this course will be assessed on the high school standard for math applications on the concepts of shape, space and measurement.

ADVANCED ALGEBRA: Students in this course will demonstrate the ability to analyze mathematical patterns, relationships and functions to model and solve problems. In particular, the course promotes students' use of algebraic forms, power and roots, and functions based on these concepts. Logarithmic, trigonometric, polynomial and other special functions are also studied through the use of University of Chicago-designed materials. *Credit achieved for this course meets state graduation requirements.*

For the complete Common Math Pathways Grades 6–12 - See (Page 6)

PHYSICAL EDUCATION

PHYSICAL EDUCATION: In this semester course, students will be assessed on their ability to understand and participate in physical activities that develop motor skills and physical fitness. This will be accomplished through instruction in the individual activities of aerobics, badminton, bowling, dance, physical fitness, swimming, track and field, tennis, and weight training. Team concepts are provided through activities, such as basketball, broomball, flag football, floor hockey, lacrosse, soccer, volleyball, and ultimate Frisbee. Safety concepts, rules and etiquette are emphasized in all activities.

SCIENCE

SCIENCE 8: Eighth grade students will explore the transfer of matter and energy through ecosystems, discovering that all living organisms are part of a complex, interdependent biosphere. The physical science strand covers the nature of light and atomic theory. In the ecology strand, students investigate photosynthesis, respiration, and decomposition as a way of developing their understanding of the interdependence of living organisms, the cycling of matter, and the flow of energy in ecosystems. Students will analyze and interpret their data, review related literature, discuss their findings in small groups or as a class, and write and share their own reports.

ENRICHED SCIENCE 8: Enriched Science 8 is open to any student who would like to take on extra challenges and become proficient beyond basic standards. Students who take enriched science classes will be guided to think at deeper levels more often. Concrete curricular differences include additional or alternative projects and assignments, more complex lab analysis with greater reliance on math skills and increased opportunities for individual enrichment during class time. Teachers will use more technical vocabulary and devote more time to higher level student learning objectives like analysis, synthesis and evaluation of material. Teachers will assume students possess higher level reading and math skills or the motivation to work harder at these skills, are highly organized and are very motivated to be successful.

SOCIAL STUDIES

SOCIAL STUDIES: This course will continue the integrated study of the geography and history of the United States from post Civil War to the present time. It will also include the study of the physical and human geography of the Eastern Hemisphere.

ENGINEERING AND TECHNOLOGY

FLIGHT, SPACE, AND ELECTRONICS ('PROJECT LEAD THE WAY'): The purpose of this unit is to introduce the students to aeronautics, space, and electronics. They learn about Newton's Laws of Motion, forces, rockets, propulsion, and what makes things fly. Students acquire and apply knowledge and skills in engineering, problem solving, and explore the many aspects of aerospace engineering. Through hands-on projects, students explore the science of electricity, the movement of atoms, circuit design, and sensing devices. Students acquire knowledge and skills in basic circuitry design and explore the impact of electricity on our lives.

WORLD LANGUAGE

CHINESE IIA: This course is structured for the student to continue the study and mastery of the basic skills of speaking, listening, writing, and reading beginning Chinese. As in Chinese I, the course focuses on modern Mandarin Chinese, but some commonly used formal expressions used only in written Chinese are also included. Students will become acquainted with contemporary Chinese life and the contributions of the Chinese culture. *Prerequisite:* Chinese I.

FRENCH IIA: This course is a continuation of the 7th grade French curriculum. Developing communication skills is emphasized. The teacher uses primarily French in class to promote oral and listening proficiency, with English used for in-depth explanations when needed. Topics studied emphasize the everyday life of adolescents in French-speaking cultures to promote students' cultural understanding and appreciation, as well as language development. Students are expected to express their needs and concerns in French whenever possible, and demonstrate their skills through listening, speaking, reading and writing in French. *Prerequisite: Successful completion of French 7 or teacher approval.*

World Language, continued

LATIN IIA: This class is a continuation of the 7th grade Latin curriculum. In order to increase understanding of the basic forms, structures and cultures of Latin, students learn grammar and vocabulary through reading the ongoing storyline. Topics studied include Roman entertainment, government, education system, and ancient Roman Britain. Vocabulary building--both in Latin and English--is a major goal of this class. ***Prerequisite: Successful completion of Latin 7 or teacher approval.***

SPANISH IIA: This course is a continuation of the 7th grade Spanish curriculum. Developing communication skills is emphasized. The teacher uses primarily Spanish in class to promote oral and listening proficiency, with English used for in-depth explanations when needed. Students are expected to express their needs and concerns in Spanish whenever possible, and will demonstrate their skills through listening, speaking, reading and writing in Spanish. ***Prerequisite: Successful completion of Spanish I-B or instructor approval.***

SPANISH IA: This course is designed for students who have no previous experience in Spanish. Students learn basic Spanish expressions, vocabulary and structural forms. The emphasis of the class is on communication in the present tense in all four modalities (speaking, reading, writing and listening). Students will make cultural comparisons and connections with the Spanish-speaking world.

8th GRADE ELECTIVE COURSE SELECTIONS**ELECTIVE ART COURSES**

ART DESIGN: In this elective course, students will organize visual elements and principles in a variety of art forms that may include jewelry casting design, architecture, advertising, and sculptural forms. Problem solving activities utilizing a variety of techniques and materials will be explored. *(There is a materials fee of \$5.00)*

INTRODUCTION TO DRAMATICS: This semester elective course is a performance-based workshop open to all 8th and 9th graders interested in theater background and performance skills. As a performance arts class, students are welcome to take this class at both the 8th and 9th grade levels to continue to improve their performance skills. Activities, which vary between the two levels, include movement, improvisation and scene work from plays. Students will learn about the history of theatre and about theatre-related jobs. They will also learn some stagecraft techniques, such as designing and creating masks (9th), costumes and/or sets (9th). The class includes a field trip to a theatrical production and a final Drama Workshop in which all of the drama students will perform in front of an audience. *(Activity fee based on cost of the field trip.)*

ELECTIVE FAMILY & CONSUMER SCIENCES (F.A.C.S.)

FOOD AND FABRICS: This is a semester course designed for students desiring more experiences with collaborative cooking groups and self directed sewing projects. Foods unit includes safety, measurement, and preparation of food with visual appeal. Emphasis is placed on food choices for meals and entertaining. This unit concludes with a "theme party" in which students utilize leadership skills to plan and prepare an entire meal. In the sewing unit, students demonstrate productivity and accountability through design and construction of a personalized pillow. A kit is used for construction of an athletic bag project.

TEEN TOPICS/CARING FOR KIDS: This is a semester course in which students learn about social skills and topics focused on the teen years. Values, decision making, leadership, communication, and current topics are explored. Several professionals from the community are invited to expand on students' areas of interest. During the second quarter, students will learn about providing a healthy environment for children in their lives. Human development, playing with purpose, and showing responsibility will be topics of study. Students will have the opportunity to observe and interact with children during the care giving unit.

ELECTIVE LANGUAGE ARTS COURSES

CREATIVE WRITING: This course is organized as a writing workshop. In class pre-writing, revising and finalizing papers will be followed by reading aloud. Assignments include descriptive, narrative and expository writing, as well as poetry. Major projects may include a short story, children's book or a memoir. Students are encouraged to submit offerings for publications. Open to all 8th and 9th graders interested in writing.

*8th Grade Electives, continued***ELECTIVE MUSIC COURSES**

For All Band/Orchestra Students: *Students are encouraged to have previous band/orchestra or private lesson instruction in order to experience immediate success in their grade level band/orchestra classes.*

BAND: This full-year, alternating-day course is designed to offer band students further opportunities to improve and expand their performance skills. Instruction will include beginning marching experience and advanced materials that will aid the student to bridge the gap to high school performances. Lessons are given by sections during rotating class periods. Concerts are scheduled throughout the school year. Solo Festival participation is required as further preparation for high school performance requirements. Individual daily practice outside of school should be a strong commitment. Ensemble groups, including jazz band, will be formed during the school year.

CHOIR: This a full-year, alternating-day class, designed for the rehearsal and performance of both serious choral literature and modern pop arrangements. Special consideration is given to the changing voice with careful attention to voice classification, seating and selection of appropriate choral repertoire. All Choir members are required to perform in the December Winter Concert, the Masterworks Concert and in the annual Spring Concert. All concerts are evening performances. Ensemble groups will be formed during the school year.

ORCHESTRA: This full-year, alternating-day course is designed to provide instrumental students an opportunity to perform in a large orchestral group. Students have the opportunity to perform as soloists and in small ensembles. In-school and public performances are scheduled throughout the year. Commitment to out-of-class individual practice time on a daily basis should be a strong consideration. Orchestra students are required to perform in three evening concerts per year. Ensemble groups will be formed during the school year.

ELECTIVE PHYSICAL EDUCATION COURSES

PHYSICAL EDUCATION– FITNESS FUN: This middle level elective is designed to emphasize personal fitness through a wide array of physical activities. A basic conditioning program which alternates, aerobics, yoga, Pilates, and strength training will be used. Students will also participate in lifetime recreational activities that promote health and enjoyment. Golf, tennis, cross country skiing, badminton, and power walking are examples of the activities included. Information on a variety of health related fitness topics and use of pedometer, heart rate monitor, and global positioning system will also be presented.

ELECTIVE ENGINEERING AND TECHNOLOGY

THE SCIENCE OF TECHNOLOGY AND VIDEO PRODUCTION (‘PROJECT LEAD THE WAY’): This unit traces how science has affected technology throughout history. Students learn about the mechanics of motion, the conversion of energy, and the use of science to improve communication. Students will also learn the basic essentials of digital video production. Students will shoot digital video footage, capture the footage to their computer, edit their footage, and burn their final videos to DVD. Students will also learn about video composition, lighting, audio, and videography. Aspects of video pre-production, production, and post-production will be covered.

Additional Learning Experiences (See next page)

ADDITIONAL LEARNING EXPERIENCES

Middle school philosophy and the belief of South View Middle School is to meet students where they are academically. We often build intervention courses to meet the needs of our students. There may be new courses or programs that are not currently offered that will be next school year based on identified needs.

We currently have the following intervention courses and services:

AVID I: Grade Levels 7-8 Full-Year Elective (2 credits)

Prerequisites: Recommendation, Application, Interview Required

Prior enrollment in AVID is not required for course admission.

Advancement Via Individual Determination (AVID) is a series of academic, regularly scheduled elective classes that uses writing as a tool for learning, inquiry, and collaboration. In AVID I, students are introduced to the main components of the AVID program: academic instruction (AVID curriculum), tutorial support, organizational and study skills, school success strategies and motivational activities. The mission of the AVID program is to ensure that all students, especially students in the middle capable of completing a college-preparatory path, have a chance to succeed, and to increase enrollment of these students in four-year colleges and universities. This is the introductory-level course which, when combined with AVID 2, 3 and 4, will provide support and skill development in areas specifically aligned with success in rigorous courses in the foundation content areas and in preparing students for success in college. A recommendation, application and interview are required. Students must be accepted into the AVID program.

ENGLISH AS A SECOND LANGUAGE PROGRAM: This program is designed for students for whom English is a second language. The program will provide specialized tutoring for the non-English speaking students who are experiencing difficulty speaking, interpreting and reading English. Eligibility for the program will be determined by English proficiency testing.

LEARNER SUPPORT: This course is offered to students needing additional academic or organizational support primarily at grades 6 & 7. A course would need to be dropped from the typical schedule to accommodate this course.

GIFTED EDUCATION SERVICES AND/OR MATH ACCELERATION: Students are identified for gifted education services on the basis of nationally-normed achievement and aptitude measures and teacher and parent recommendations using a characteristic checklist. Students select from a variety of enrichment opportunities facilitated by Resource Teachers. Activities for middle-school students include small-group special-topic seminars and workshops, mentorships and opportunities to pursue special topics through independent projects and informational interviews. Identified Type III students will be placed in G/T Reading. For more specific information about Gifted Education Services, contact Susan Neilson at 952-848-4493.

LITERACY SKILLS: Literacy Skills is designed to provide additional explicit instruction for reading development and the opportunity for guided practice. Students are identified for this class based on MAP and MCA reading scores. Parents are notified by letter in the summer. The class is taught by a licensed teacher. It is a scheduled course and students are graded. *This course typically takes the place of specials, electives and/or some times a core class.*

MATH INTERVENTIONS: Each grade level supports math intervention in various ways. Whether it is a stand alone intervention course or supplemental curriculum working in conjunction with a typical class there is a delivery method at each grade level. Placement in these courses is derived by data from the MAP and MCA tests.

SPECIAL EDUCATION PROGRAMS/SERVICES: Special education services for students with identified disabilities are available to students in areas mandated and guided by laws, rules, and regulations. Students do not register for these services or programs. They are determined either through a formal individual evaluation process or are planned with parents as a continuation of needed services identified prior to enrolling at South View Middle School. For more specific questions relating to Special Education, contact Meagan Bennett, School Psychologist at 952-848-4440.

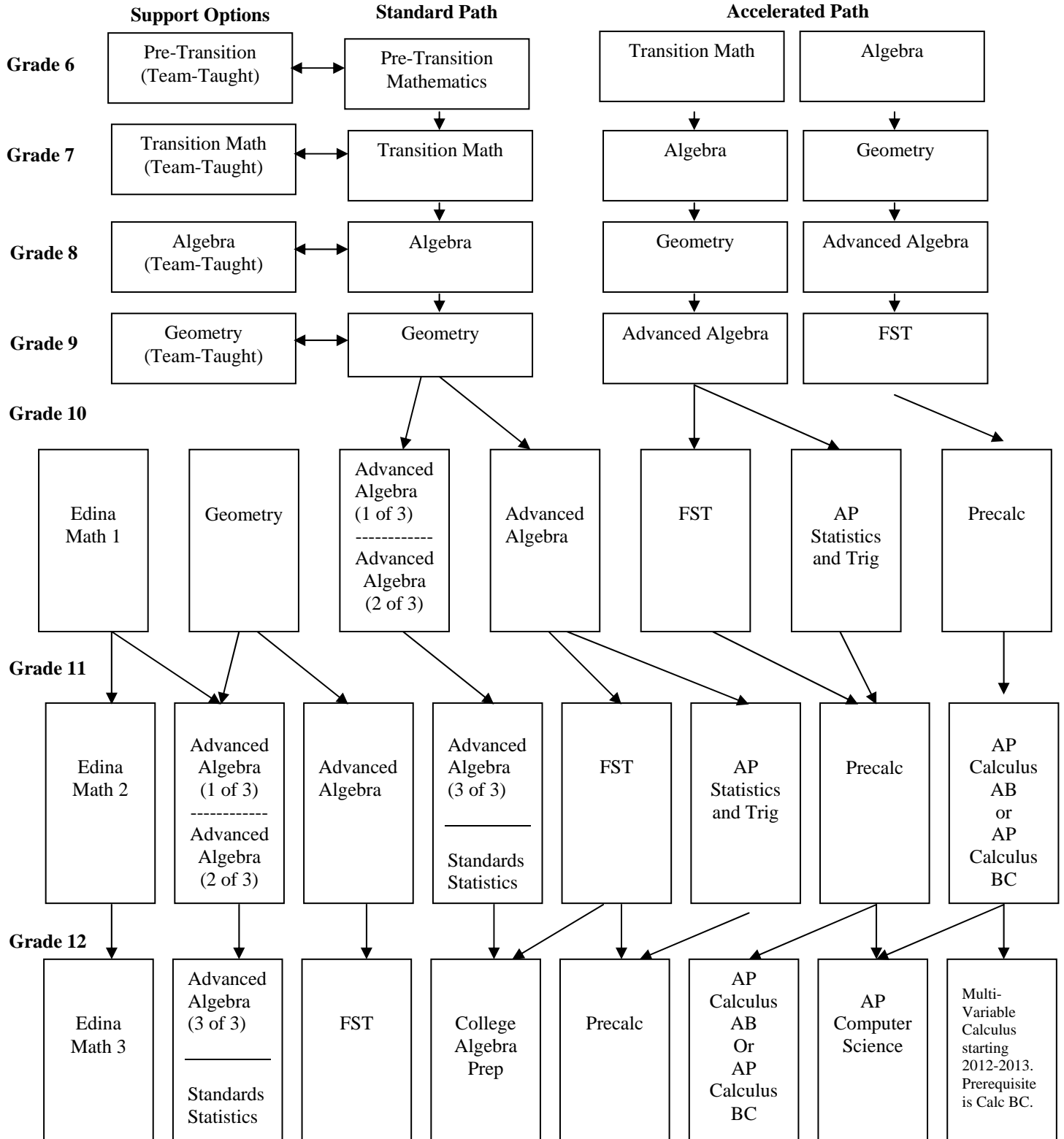
Visit our website for further information about South View:

www.edina.k12.mn.us/southview

**Edina Public Schools
Common Math Pathways Grades 6 – 12**

Graduation Requirements

1. Students must complete at least 3 years of math in grades 9 – 12.
2. Students must pass the MN MCAII GRAD test taken in the spring of their junior year.



Advancement Options: After 9th grade Geometry, take Intermediate Algebra at a community college and move to FST or AP Stats and Trig the following year.
After 11th grade FST, take Precalculus at a community college and move to AP Calculus AB or BC the following year.