



# **2025-2026 Course Book**

**GLENWOOD MIDDLE SCHOOL**

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# 2023-2024 GLENWOOD MIDDLE SCHOOL

## -----INTRODUCTION-----

This handbook has been prepared to provide students and parents with information regarding the courses offered at Glenwood Middle School. Our main objective is to deliver a positive setting where students feel valued and safe. We will provide an accepting and encouraging atmosphere where, regardless of ability level, students feel their contributions are both necessary and important as they develop and acquire new academic and social-emotional skills. The entire GMS staff recognizes that students learn at different rates and in different ways. Please note that all 713 and 813 courses are considered “high school prep” courses and shall emphasize reading and writing across the curriculum.

In order to identify students needing additional experiences beyond the core curriculum, a variety of evidence is reviewed which includes cognitive ability, academic performance, and teacher recommendation. To be specific, assessments reviewed for honors coursework include MAP and classroom grades. Movement from a standard level class to an honors class may occur only at the beginning of a new school year. Students are able to move to a more appropriate level at the start of a new quarter but cannot move up a track due to creating a gap in the student’s education.

Students new to the Ball Chatham School district that are registered before/near the first day of school must receive approval from department coordinators and administration to enroll in honor level courses. Students entering the Ball Chatham School district during the academic year must wait until the next scheduled screening period to be considered for the advanced courses. Please feel free to call or visit the school about any matter that may concern you.

According to the ACT Policy Report, students who take a challenging curriculum, beginning in middle school, tend to perform better academically in high school and are better prepared for college than those who take less rigorous courses. The more rigorous the high school curriculum, the more likely students are to find success in college according to a report released by the National Center for Education Statistics. Students with a rigorous high school curriculum were found more likely to enroll in four-year college institutions and ultimately attain a bachelor’s degree. Other studies have also pointed towards a rigorous curriculum and intense coursework in high school as the strongest indicator of academic preparation.

## -----Course Numbers-----

The three-digit number following a course name has been developed to assist in keeping more accurate records for students. The first numeral indicates the year the course is usually open to a student:

7XX - course open to 7<sup>th</sup> graders

8XX - course open to 8<sup>th</sup> graders

The second numeral indicates the length of the course:

X0X - one semester X1X - full year

The third numeral denotes the difficulty of the course, the track:

XX5 - honors XX4 - high (math only)

XX3 - grade level XX1 - Individualized Education Program (IEP)

Further information regarding courses at GMS will be provided to parents during Questions & Answer nights and in correspondence.

Students are required to rank order (1-6) their elective/encore choices. Elective/encore choices that are already scheduled will not be added or dropped if it causes a major disruption to the student's academic schedule. Any student-requested changes will be made by the end of the 5th day of the semester if it does not cause a major disruption to the student's academic schedule. Schedule changes after this date can only be made with administrative approval.

Schedules will not be changed for the following reasons:

- Schedule change based on a request for change of teacher
- Schedule change based on a request for change of class period
- Schedule change based on friend's schedule
- Schedule change based on athletic schedules

Acceptable reasons for making a schedule change during the allotted time frame:

- Failure of a class or prerequisite (summer work)
- Moving from one track to another
- Taking a different encore choice

## -----Terms to Understand-----

**Prerequisite:** A course which must be completed with a passing grade before another course can be taken.

**Recommended:** The level of performance or grades in a prior course necessary for a student to be successful in a course (If a student does not have a recommended course or grade, he/she can take the course being considered, but should be aware that success in that course is questionable.) Since curriculum mastery is the goal of all coursework, parents and students should seriously consider teacher recommendations.

Initial recommendations are made at the end of first semester. Teachers review them at the end of the 3<sup>rd</sup> and 4<sup>th</sup> grading periods. Changes may be made based on student performance at those times. The classroom teacher will notify parents/guardians regarding any recommended changes.

**Summer Work:** Assignments and/or activities that need to be completed over the summer to prepare students for initial lessons and course assessments encountered upon the return to school

## -----Student Expectations-----

**HONORS COURSES** (*designed to help students exceed state standards*)

- more demanding, difficult, and rigorous than standard courses
- intensive and in-depth subject matter studied
- summer work may be required
- must be able to work independently on challenging homework
- on-going papers and/or projects assigned frequently
- requires full participation with other members of the class in the exploration and study of the subject matter
- held to a higher standard with regard to their knowledge and application of the subject matter
- grades based primarily upon application of subject matter knowledge through a variety of assessment formats
  - Language Arts - Teacher Recommendation and completion of required summer Reading
  - Math - Teacher Recommendation and successful completion of summer packet
  - Science - Teacher Recommendation
  - Social Studies - Teacher Recommendation

\*Those students who choose to go against teacher recommendation in Language Arts, Math, Science, and/or History must successfully complete summer packets. Packets are due on the first day of student attendance.

**GRADE LEVEL COURSES** (*designed to help students meet/exceed state standards*)

- demanding courses to prepare students for further advanced study of the subject
- intensive and in-depth subject matter studied
- routine homework assignments with occasional ongoing papers and/or projects
- requires full participation with other members of the class in the exploration and study of the subject matter
- acquisition and knowledge of the subject matter
- willingness to apply knowledge with considerable skill
- grades significantly based upon application of subject matter knowledge through a variety of assessment formats

**SPECIALIZED DIRECT INSTRUCTION COURSES** (*basic skills designed to move students toward meeting state standards*)

The curriculum is based on student Individualized Education Plans (I.E.P.) while still aligned to the core curriculum.

**RETENTION** Per Board of Education Policy, students will not be promoted to the next higher grade level based upon age or any other social reason not related to academic performance. Students who fail three (3) of the four (4) core subjects (language arts, math, science, and social studies) will be retained. Students who fail two (2) core subjects are required to successfully complete summer school in order to be promoted. The decision to promote a student to the next grade is based upon successful completion of the curriculum, attendance, and performance requirements based on the Illinois Assessment of Readiness (IAR).

-----Core Academic Course Descriptions-----

-----Language Arts-----

*Language Arts encompasses a balanced literacy approach to include components of reading, writing, grammar, vocabulary, speaking, and listening. Language programming includes independent reading, reading response/journals, teacher read aloud, literature, strategic comprehension, academic vocabulary, as well as explicit writing instruction. Teachers challenge every student to think critically, work, and produce at his/her highest level.*

*All students participate in reading instruction, which incorporates the use of diverse reading materials, both fiction and nonfiction. Whole group and small group reading instructions are implemented based on abilities and/or interest areas. Writing and Grammar are an integral part of the curriculum. Emphasis is placed on the writing process (prewriting, drafting, revisions, editing, and publishing). Grammar usage, spelling, and vocabulary are emphasized in the context of student writing as well as in various focused mini-lessons.*

*Students in grades 7 and 8 take the MAP test three times throughout the year to assess academic growth.*

**Seventh Grade Language Arts 713:**

The 713 Language Arts class offers a comprehensive curriculum of reading, writing, speaking, listening, word study, and vocabulary. Appropriate grade level ELA instruction builds upon previous years' instructions and expectations. Teachers consider student readiness, interest levels, and learning profiles as they create a wide variety of language arts activities. Goals are determined and individual progress is assessed. Enrichment opportunities are provided when appropriate.

**Seventh Grade Honors Language Arts 715:**

- *Prerequisite:* successful completion of summer reading

\*Note: Those students who choose to go against teacher recommendation will have a packet to successfully complete in addition to the summer reading requirement. This will be due on the first day of student attendance.

Language Arts 715 is a rigorous course designed for students who consistently perform at least two-grade levels above grade-level standards in reading and writing. Students with a strong interest in both reading and writing tend to find more success and enjoyment with this class. Novels, short stories, and other pieces of text are challenging from the standpoint of vocabulary and literary depth; emphasis is on literary concepts and interpretation. In-depth literature studies, extensive writing activities, and a comprehensive grammar approach move this class at an accelerated pace. Students must be self-motivated, organized, and achievement-oriented.

Any student who receives a quarter grade of a "D" or "F" will be placed in a more appropriate

track for the following quarter. Students expressing interest in Honors courses will be given an opportunity at the beginning of the new school year. Students new to the district must receive approval from administration and department coordinators to enroll in this course.

### ***Eighth Grade Language Arts 813:***

813 Language Arts offers a comprehensive curriculum of reading, writing, grammar, and word study. Appropriate grade level LA instruction is offered, building upon previous instructions/expectations, yet teachers take into consideration student readiness, interest levels, and learning profiles as they create a wide variety of language arts activities. Goals are determined and individual progress is assessed. Enrichment opportunities are provided when appropriate.

### ***Eighth Grade Honors Language Arts 815:***

- ***Prerequisite:*** successful completion of summer reading  
\*Note: Those students who choose to go against the teacher's recommendation and will have a packet to successfully complete in addition to the summer reading requirement. This will be due on the first day of student attendance.

Language Arts 815 is a rigorous course designed for students who consistently perform at least two grade levels above grade-level standards in reading and writing and are highly motivated in all areas of language arts. Students with a strong interest in reading, writing, and grammar tend to find more success and enjoyment with this class. Novels, short stories, and other pieces of text are challenging from the standpoint of vocabulary and literary depth; emphasis is on literary concepts and interpretation. In-depth literature studies, extensive writing activities, and a comprehensive grammar approach move this class at an accelerated pace. Students must be self-motivated, organized, and achievement-oriented.

Any student who receives a quarter grade of a “D” or “F” will be placed in a more appropriate track placement for the following quarter. Students expressing interest in Honors courses will be given an opportunity at the beginning of the new school year. Students new to the district must receive approval from administration and department coordinators to enroll.



## -----Math-----

*All math courses at Glenwood Middle School are standards-based. Difficulty and pace vary from grade level to grade level and ability group to ability group. Open-ended/extended response problems are an integral part of all math courses. Students will read and write math problems, analyze their work, synthesize ideas, and use what they learn to solve complex problems.*

**Seventh Grade Math 713:**

The curriculum focuses on ratios and proportional relationships, number theory, integers, and rational numbers while continuing to build on our math fluency in effort to establish an understanding of algebraic concepts. Additional topics discussed include statistics and probability as well as Geometry.

Students will be expected to write mathematically, communicate, and analyze numbers in situations.

**Seventh Grade Accelerated Math 714:**

This curriculum is set at an accelerated pace with an importance placed on application and word problems. The program focuses on ratios and proportional relationships, number theory, integers, and rational numbers while establishing an understanding of many algebraic concepts. Additional topics discussed include statistics and probability as well as Geometry.

Students will be expected to write mathematically, communicate, and analyze numbers in situations.

**Seventh Grade Honors Pre-Algebra 715:**

- *Prerequisite:* successful completion of summer work. This packet is due on the first day of student attendance and it is to be completed. Students who have not completed this prerequisite material will be placed in a more appropriate track.

This curriculum is set at an accelerated pace and aligns with an accelerated 8th grade math course. The 715 curriculum covers half of the seventh grade curriculum and all of the 8th grade curriculum. Emphasis is placed on solving word problems, building a strong algebraic foundation, writing mathematically, and higher-order thinking skills. The curriculum focuses on the real number system, solving multi-step equations, solving and graphing equations with two variables, and functions; in addition, it focuses on geometry concepts such as solving and applying

Pythagorean's Theorem, transformations and similarities. Additional topics include statistics and data analysis as well as solving and graphing systems of equations.

Students can expect to work independently and to have challenging homework. Any student who has a quarter grade of "D" or "F" will automatically be placed in a more appropriate track for the following quarter.

***Eighth Grade Pre-Algebra 813:***

The emphasis of this curriculum is on building a strong algebraic foundation. The curriculum focuses on the real number system, solving multi-step equations, solving and graphing equations with two variables, and functions; in addition, it focuses on geometry concepts such as solving and applying Pythagorean's theorem, transformations and similarities. Additional topics include statistics and data analysis as well as solving and graphing systems of equations.

***Eighth Grade Accelerated Pre-Algebra 814:***

This curriculum is set at an accelerated pace. Emphasis is placed on solving word problems, building a strong algebraic foundation, writing mathematically, and higher-order thinking skills.

The curriculum focuses on the real number system, solving multi-step equations, solving and graphing equations with two variables, and functions; in addition, it focuses on geometry concepts such as solving and applying Pythagorean's Theorem, transformations and similarities. Additional topics include statistics and data analysis as well as solving and graphing systems of equations.

***Eighth Grade Honors Algebra 815:***

- ***Prerequisite:*** successful completion of summer work. This packet is due on the first day of student attendance and it is to be completed. Students who have not completed this prerequisite material will be placed in a more appropriate track.

This is a high school Algebra I course. This is a course for the student who is competent in the basic operations of arithmetic plus algebraic processes and is ready for a more advanced level of mathematics. The content of this course will include numbers & quantity, linear functions, polynomials, statistics & probability, radicals, rational equations and modeling with mathematics. There will be an emphasis on solving equations, inequalities and systems of equations as well as graphing linear, exponential, and quadratic functions. Graphical, verbal, numeric, and algebraic representations of concepts are presented. The opportunity to take AP Calculus as a senior should

be the goal for taking this accelerated math course in middle school.

Students can expect to work independently and to have challenging homework. Any student who has a quarter grade of “D” or “F” will automatically be placed in a more appropriate track for the following quarter.

**\*Special Note for Honors Algebra 815, and Geometry - 8th grade students that take these courses will receive a grade for the course that will show on their GHS transcript and that will be pulled into their overall High School GPA. These credit(s) will not be used to meet any graduation requirements or the 23 credits needed for graduation.**

### ***Eighth Grade Honors Geometry:***

- ***Prerequisite:*** successful completion of Algebra I

This is a high school Geometry course. This course presents the concepts of plane and solid geometry through deductive and inductive reasoning. This course emphasizes the elements of geometry, deduction, angle relationships, parallel lines and planes, congruent triangles, similar polygons, trigonometry, circle properties and applications, coordinate geometry, area and volumes, and geometric proofs. The opportunity to take AP Calculus as a junior should be the goal for taking this accelerated math course in middle school.

Students can expect to work independently and to have challenging homework.

**\*Special Note for Honors Algebra 815, and Geometry - 8th grade students that take these courses will receive a grade for the course that will show on their GHS transcript and that will be pulled into their overall High School GPA. These credit(s) will not be used to meet any graduation requirements or the 23 credits needed for graduation.**

**GMS Move-In/Going Against Recommendation Math Criteria**

**Honors Move-In Criteria:**

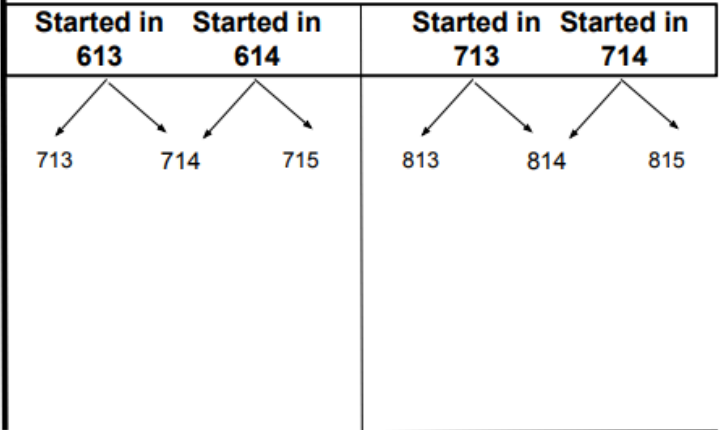
- MUST have transfer grades
- MUST complete summer work
- MUST successfully complete summer packet test (80% or higher).
- A's & B's in previous math class
- Parent's must sign off on D-Out Policy

**In District - Against Recommendation:**

- MUST complete summer work for honors
- MUST have A's and B's in previous math class
- Parent's must sign off on D-Out Policy
- Students may not advance more than one track in a given school year.

**Geometry:**

- MUST successfully complete Algebra 1
- MUST have transfer grades
- MUST provide previous Alg. 1 curriculum
- MUST be an 8th grade student
- Deal with case by case



\*Students must stay in the track in which they begin the year, unless a student is in an honors track earns below a 69.5% at the end of any quarter.

\* Any exceptions to this practice will be discussed by the team.

## -----Physical Education / Health-----

*Physical education students will participate in a variety of individual, team, and lifetime sports, as well as daily aerobic and conditioning activities. Quarterly written and/or physical tests will be given. Students will have the opportunity to encounter a variety of units in order to experience a wide range of games, sports, and activities that address fitness needs, developmental processes and personal interest.*

*Each student is required to have a red/white reversible jersey, athletic shorts/pants of any color, socks, and tennis shoes. All students must wear a t-shirt under their jersey. School-issued combination locks must be purchased from the GMS physical education department to place on lockers in locker rooms. All students are required to participate in physical education classes daily unless they are taking health or excused by a doctor. Students with a doctor's excuse extending one week or more shall be required to complete writing assignments to earn a grade for the class.*

*Seventh and eighth graders receive health instruction about nutrition, drugs/alcohol, tobacco, family and social health, growth, and development, and communicable diseases.*

*All students will receive one-quarter of health instruction and at that time will not be in physical education class.*

## -----Science-----

*Critical thinking and analysis skills will be enhanced during all Science courses. Students will read and write, analyze materials, synthesize ideas, solve problems and evaluate scientific information.*

### **Seventh Grade Life Science 713:**

The academic emphasis is placed upon these major areas of study: the scientific process of problem-solving, scientific tools, cell processes, classification of living things (including their structures, functions, and processes), ecosystems, genetics, adaptations over time, and the human body systems. The classroom work is enhanced by several activities including laboratory investigations and cooperative learning opportunities.

### **Seventh Grade Honors Life Science 715:**

- *Prerequisite:* Teacher Recommendation \*Note: Those students who choose to go against teacher recommendation will have a packet to successfully complete over the summer. This will be due on the first day of student attendance.
- *Recommendation:* Above Average Reading and Math iReady scores.

This course is open to highly motivated seventh-grade students who have a strong interest in

science and who achieve significantly above grade level on a consistent basis. The academic emphasis is placed upon these major areas of study: the scientific process of problem-solving, scientific tools, cell processes, classification of living things (including their structures, functions and processes), ecosystems, genetics, adaptations over time, and human body systems. Activities vary to place a stronger emphasis on incorporating higher-level thinking processes. The regular curriculum is accelerated so that extra projects can be included. Students must be self-motivated, organized, and achievement-oriented.

Any student who has a quarter grade of a “D” or “F” will automatically be placed in a more appropriate track placement for the following quarter.

### ***Eighth Grade Physical Science 813:***

Physical science is the study of matter and energy. The two main branches of physical science are chemistry and physics. The course is devoted to physics and chemistry. Frequent laboratory activities are used to help the student gain a better understanding of the concepts being studied. Students will also be required to work collaboratively with others in building their design and engineering skills.

### ***Eighth Grade Honors Physical Science 815:***

- ***Prerequisite:*** Teacher Recommendation \*Note: Those students who choose to go against teacher recommendation will have a packet to successfully complete over the summer. This will be due on the first day of student attendance.
- ***Recommendation:*** enrollment in Math 814 or higher; Average Reading MAP score of 230 or above

This course is open to highly motivated eighth-grade students who have a strong interest in science and who achieve significantly above grade level on a consistent basis. Eighth-grade science is a physical science course. Physical science is the study of matter and energy. The two main branches of physical science are chemistry and physics. Frequent laboratory activities are used to help the student gain a better understanding of the concepts being studied. Students should be able to work collaboratively with their peers in this class. The regular curriculum is accelerated so that projects can be included. This science course involves a great deal of mathematics, an extension of the 813 curriculum, more laboratory activities and science projects. Students must be self-motivated, organized, and achievement-oriented.

Any student who receives a “D” or “F” will automatically be placed in a more appropriate track class for the following quarter.

-----**Social Studies**-----

***Seventh Grade- U. S. History 713 and 715:***

Throughout the year, students will investigate answers to essential questions that will drive student-led learning. Students will develop inquiry skills while researching and analyzing past and current events through the lenses of civics, geography, economics, financial literacy and history to meet the Illinois Standards for Social Science. Essential questions will relate to the following topics: review of historical topics taught in detail in previous grades, expansion of the United States after the American Revolution, the Civil War, Reconstruction, and Growth and Modernization after the Civil War. Throughout the course of the year, students will engage in character development opportunities and sharpen their leadership skills through the analysis of historical figures and will consistently craft argumentative responses and apply critical thinking skills.

***Seventh Grade- Honors U. S. History 715:***

- *Prerequisite:* Teacher Recommendation \*Note: Any students who choose to go against teacher recommendation and enroll in this class will have a prerequisite assignment to satisfactorily complete. This summer assignment will be due on the first day of student attendance and the grade earned will be entered into the grade book.
- *Recommended:*  
Qualifying Scale Scores from the i-Ready Diagnostic Assessments:
  - Overall Reading Scale Score
    - BOY: 609 or above
    - MOY: 632 or above
  - AND
  - Informational Text Domain (Reading Diagnostic)
    - BOY: mid or above 6th grade
    - MOY: late or above 6th grade

Movement from a standard level class to an honors level class may occur only at the beginning of a new school year. Students are able to move down a track at the start of a new quarter, but will not move up a track due to classwork missed earlier in the year.

Students will study historical topics in more depth and detail and students will conduct additional research on various subject matters. Students may also move through the content at a more accelerated rate, thereby giving them time to pursue and explore individual research topics of their choice relating to U.S. History. Students will be required to complete additional projects determined by the instructor. Students must be self-motivated, organized, and achievement-oriented.

Any student who has a quarter grade of a “D” or “F” will be removed from the honors track and placed in a standard-level class.

### ***Eighth Grade- US History 813 and 815***

Throughout the year, students will get more practice investigating answers to essential questions that will drive student-led learning. Students will continue to develop inquiry skills while researching and analyzing past and current events through the lenses of civics, geography, economics, financial literacy and history to meet the Illinois Standards for Social Science. Essential questions will relate to the following topics: review of historical topics taught in detail in previous grades, Immigration, The Progressive Era/Modernization, World War I, World War II, The Cold War, The Civil Rights Movement, and more modern issues that stem from historic circumstances. Throughout the course of the year, students will further engage in character development opportunities and sharpen their leadership skills through the analysis of historical figures and will consistently craft argumentative responses and apply critical thinking skills.

### ***Eighth Grade- US History 813 and 815:***

- *Prerequisite:* Teacher Recommendation \*Note: Any students who choose to go against teacher recommendation and enroll in this class will have a prerequisite assignment to satisfactorily complete. This summer assignment will be due on the first day of student attendance and the grade earned will be entered into the grade book.
- *Recommended:* Average Reading MAP score of 230 or above

Movement from a standard level class to an honors level class may occur only at the beginning of a new school year. Students are able to move down a track at the start of a new quarter, but will not move up a track due to classwork missed earlier in the year.

Students will study historical topics in more depth and detail and students will conduct additional research on various subject matters. Students may also move through the content at a more accelerated rate thereby giving them time to pursue and explore individual research topics of their choice relating to US History. Students will be required to complete additional projects determined by the instructor. Students must be self-motivated, organized, and achievement-oriented.

Any student who has a quarter grade of a “D” or “F” will be removed from the honors track and placed in a standard-level class.



## -----Elected (Encore) Courses-----

*Students may choose from the following elective courses: Concert Band, Symphonic band, Mixed Choir, Class Crescendo, Construction Tech, Gateway to Engineering, Gateway to Computer Science, Dimensions of Art, Stop! Communicate and Listen, FaCs of Life, and study hall.*

*Eighth Grade students may also choose Spanish. Please note that this course is rigorous and is designed for students that desire to take advanced college placement courses during his/her senior year.*

*Chorus, band, and art may be taken both years at the middle school. All other elective choices may be taken only one time at the middle school. Students should contact their counselor with questions they have about elective choices.*

*Every effort will be made to have students receive one of their top four choices during the scheduling process.*

## -----Technology Education-----

### ***STEAM (full year): Automation & Robotics / Design & Modeling***

Step through the gateway to your future and develop your 21st-century skills in engineering! You will explore your interests in engineering through Project Lead the Way. Build and program robots in the VEX Robotics platform as you explore ways to make tasks automated. Learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Collaborate, plan, think critically, be creative, take risks, try and try again as you gain the skills needed to propel you into the future. This class will allow you to explore new innovations in STEAM with a focus in engineering.

Topics covered: Automation & Robotics, Vex, Coding, Flowcharts, Sketches, Solid models, Mathematical models and Recyclable innovation and construction.

## ***Full Steam Ahead***

Step through the gateway to your future and develop your 21st-century skills in engineering! You will explore your interests in engineering through Project Lead the Way. Discover the history and science behind flight and space and the prospect of living beyond Earth. Learn about the environmental impacts that your choices make and how to become more energy efficient. Collaborate, plan, think critically, be creative, take risks, try and try again as you gain the skills needed to propel you into the future. This class will allow you to explore new innovations in STEAM with a focus in engineering.

Topics covered: Flight and Space, ~~Wind & Solar Energy~~, Hydroponics

## **Steam & Art Together: Collaboration Learning Lab**

This inclusive course offers special education students the opportunity to collaborate with general education students, called *Titan Peer Partners*, in a supportive and engaging environment. Together, students explore a variety of hands-on projects centered around STEAM (Science, Technology, Engineering, Arts, and Mathematics), life skills, and Art. The course is designed to foster teamwork, creativity, and independence while encouraging both academic and social development. Special Education students and Titan Peer Partners will collaborate and have meaningful social interactions.

**Students Involved:** Special Education Students paired with an 8th grade Titan Peer Partner. Titan Peer Partners is open to all 8th grade students.

**Role of Titan Peer Partners:** Titan Peer Partners will be general education students trained to work alongside their peers in this inclusive course. They provide mentorship, encouragement, and collaboration to support inclusive learning experiences. These peer partners will assist in academic tasks, model positive social interactions, and help facilitate project-based learning.

## -----Family & Consumer Science-----

### ***FaCS of Life (full year):***

One of these days, you'll be living on your own, making your own decisions. Will you have what it takes to thrive? This class will help you develop your culinary skills to create teen cuisine, design and decorate your future home, learn how to make and follow a budget, and have a chance to become an entrepreneur. FaCS will teach you how to plan events to impress your friends and family, and create accessories to spice it all up! Learning the FaCS of life in Family and Consumer Sciences will help you discover your interests and strengths, explore careers, prepare for the future, and gain the skills you need to succeed!

**Topics covered:** Career Exploration, Textiles & Design, Personal Finance/Economics and Basic Foods/Culinary Concepts

## -----Art-----

### ***Dimensions of Art (full year)***

This is a repeatable year-long course that provides 7th and 8th-grade students with a variety of exciting art experiences. Each quarter students will explore a different branch of art. Students will create hands-on projects with various media. Students will also explore famous works of art and have discussions on various aspects of art and art-making processes.

In an "A Year" (2026/2027, 2028/2029) students will explore the elements and principles of art, Art History, 3D Art, and 2D art. Students will have an in-depth exploration of the elements and principles of art and composition. They will explore graphic and digital art forms, working with color and typography, how to create logos, and working across various forms of print and online communication through art. For 3D Art students will focus on sculpture using wire, paper, recycled materials and clay. Students will explore art history from paleolithic to present-day art.

In a "B Year" (2025/2026, 2027/2028) students will explore Issues in Art, 3D Art, and 2D art. Students will explore the elements and principles of art and composition using various media. For 2D Art students will explore transfer methods and graphic arts, focusing on printmaking. For 3D art students will do a deep dive into ceramics. For Digital Art, students will explore photography and camera basics. Students will also have discussions on contemporary issues in art from what is art? How can art be used? How can art be presented? Where do we get inspiration?

## -----Communications-----

### ***Stop! Communicate, and Listen (full year):***

Do you dream of being the first to share a breaking story or see your name in lights? In this year-long course, students will develop and explore writing and speaking skills to express opinions, factual information, and forms of entertainment. A variety of mediums will be utilized to develop effective communication skills and build confidence. Students will get involved in the talk of the town through the collaboration, analysis, and practice of feature writing, creating a podcast and constructing a news week. The art of speaking will be explored through GreenScreen, Audacity, WeVideo, as well as good ol' fashion speaking skills. And to win over an audience, students will learn the basic elements of drama such as acting, voice and diction, improvisation skills, and audience participation.

**Topics Covered:** Public speaking(Presentations/Podcasting/GreenScreen/Broadcasting), Feature writing, Elements of Drama and community outreach projects.

## -----Vocal and Instrumental Music-----

### ***Concert Band 713/813 (full year):***

7th and 8th grade band students can continue their band experience in Concert Band. This ensemble has several performance opportunities, such as the Glenwood High School homecoming parade, Winter and Spring concerts, the SEMA Solo and Ensemble/Organizational contests, and other school and community events. The students will also have the option of auditioning and participating in several District honors ensembles. Students enrolled in Concert Band can also perform in the extracurricular Jazz Bands. The goal of Concert Band is to explore an array of high-quality middle school band literature, and expose students to a variety of styles and genres. Students interested in joining band who have *not* participated in a beginning band at GIS or GMS will need to play a prepared song for the instructor to decide if the student can be placed into Concert Band. Grading is based on improvement, preparation, concert participation, written reflections and responses, and playing tests.

***Symphonic Band 715/815 (full year):***

Symphonic Band is a combined 7th and 8th grade ensemble that performs advanced wind band literature. Students will be required to audition and/or be recommended for the ensemble, and the group will have a specific instrumentation ratio to ensure balance and accuracy of the literature. This ensemble has several performance opportunities, such as the Glenwood High School homecoming parade, Winter and Spring concerts, the SEMA Solo and Ensemble/Organizational contests, and other school and community events. The students will also have the option of auditioning and participating in several District honors ensembles. Students enrolled in Symphonic Band can also perform in the extracurricular Jazz Bands. The goal of Symphonic Band is to explore an array of high-quality and advanced middle school band literature, and expose students to a variety of styles and genres while challenging students to achieve a high level of playing. Students interested in joining band who have *not* participated in a beginning band at GIS or GMS will need to play a prepared song for the instructor to decide if the student can be placed into Symphonic Band. Grading is based on improvement, preparation, concert participation, written reflections and responses, and playing tests.

**Middle School Musical Theater**

In this dynamic and engaging class, students will explore the world of musical theater from both the stage and behind the scenes. This course is designed to foster creativity, build performance skills, and encourage teamwork as students work together to produce a full-scale musical production.

**Class Overview:**

The course begins with a focus on audition fundamentals, where students will learn the essential skills needed for confident and successful auditions, including vocal technique, acting, and presentation. For the first unit, students will gain an understanding of how to audition and perform, while also building their stage presence and self-assurance.

Once the musical is cast, the majority of class time will be dedicated to rehearsing the production. Students will actively engage in blocking, choreography, and a variety of technical aspects such as stage design, lighting, and costume design. This hands-on approach will allow students to have a significant role in shaping and creating the show, from the performance to the behind-the-scenes elements.

Please be aware that, as a member of this class, you will be required to attend rehearsals outside of regular class hours.

After the musical performance, the class will transition to a more traditional choir format, where students will explore a repertoire of modern music, including show tunes, jazz, and potentially an introduction to a cappella singing. This part of the course will continue to emphasize vocal technique, harmony, and ensemble work while keeping the atmosphere relaxed and fun.

### **Course Highlights:**

- Audition preparation and performance skills
- Active participation in a full musical production
- Behind-the-scenes experience in set, costume, and lighting design
- Opportunities for solo and ensemble singing in both theatrical and modern styles
- A final focus on choir-based vocal performance with contemporary repertoire

Join us for a memorable journey through the world of musical theater—where every student has the chance to shine!

### ***Mixed Chorus 713/813 (full year):***

Students will develop skills in vocal technique, solfege singing, sight-singing, and music reading. Students will work to develop their confidence and musical independence through reading and performing a wide range of high-quality music. Students will participate in concerts, contests, and they may choose to participate in the IMEA Junior Chorus auditions and Solo and Ensemble Contest. Grades will be based on class participation, attendance at required events, assignments, and both written and performance-based assessments.

### ***Class Crescendo (full year):***

Have you ever wondered what all it takes to write a hit song? What kinds of careers exist for people who want to make music for a living? What other genres exist outside of mainstream radio? Who are all those old dudes in fancy wigs that people make such a big deal about? Class Crescendo has the answers! This course is a non-performance music appreciation class. That's right- no singing required! Instead, students can expect to learn all about the great musicians of the past, the present, and become the great musicians of the future. Be prepared to rock out to the classics AND discover new music and artists from all around the globe as we spend the first semester focusing on music history, current music, and world music. There will be jam sessions on boomwhackers and drums, as well as an entire quarter dedicated to learning the ukulele. The year ends with a quarter-long unit on music production through the use of music technology. If music is your jam, CrescenDON'T miss out on this awesome class!

## -----Foreign Language-----

### ***Spanish 813 (full year):***

This class is a prerequisite for AP Spanish class during senior year and is open to highly motivated eighth-grade students who have a strong interest in the Spanish language. The first course in Spanish introduces basic Spanish grammar, speech and reading. Spanish is used in class as much as possible so that students get accustomed to responding to everyday commands using basic vocabulary. Cultural aspects of modern Hispanic life are introduced throughout the year. Listening and speaking skills are emphasized, as well as reading and writing skills.

Recommendation: For success in this elective it is highly recommended that students successfully complete Honors ELA (715) with a C or better.

Spanish 813 is taken at Glenwood High School and begins at 7:45am. Students selecting this course must be able to provide their own transportation to Glenwood High School each morning. Transportation from Glenwood High School to Glenwood Middle School will be provided. Students will arrive at GMS prior to the start of 2nd hour and will stay in the cafeteria until they are released to their lockers.

Note: 8th grade students who take Spanish will receive a grade for the course that will show on their GHS transcript and be pulled into their overall GPA. This credit will not be used to meet any graduation requirements or the 23 credits needed for graduation. Any student who has a 1st semester grade of a "D" or "F" will be dropped from the course for 2nd semester.