

# HOLSTON MIDDLE SCHOOL



Course Catalog

2018-2019

# Welcome to Holston Middle School!

Dear Holston Middle School Students and Families:

Welcome to another school year! Whether you are a sixth-grade student transitioning to middle school for the first time or an eighth-grade student taking his/her first high school coursework, we at Holston Middle School are excited and honored to educate you. For over 25 years, Holston Middle School has served the northeast Knoxville and Gibbs communities by providing challenging courses in both the arts and sciences. From an award-winning Kids in America Show Choir to participants in Space Camp, Holston students have consistently been showcased as hard-working, exceptional learners with a drive to succeed.

In addition to HMS's many academic and extracurricular programs, students at Holston are equipped with a computer to use at school and at home so that learning can occur at any time and at any place. All staff members are also equipped with computers so that they can facilitate this learning when students need their help—especially outside of class. Because students' learning habits are more and more dependent on electronic devices and digital literacy, the staff at Holston Middle School are committed to supporting all students in this new mode of learning.

Finally, Holston Middle School is a family-oriented school centered on collaboration, tolerance, and diversity. Though the middle school years can be a time of turbulence and uncertainty, while at Holston, you will meet many people who will be your friends for years to come. You will also meet many teachers and staff members who are there to support you in your interests and needs.

Please use this course catalog as a guidebook to your year at Holston, and have a wonderful, positive school year!

Yours,  
Holston Administrative Team  
#HurricaneNation

## Holston's Mission and Vision

### Mission

High Standards  
Motivated Students  
Striving for Excellence

### Vision

Holston Middle School is a Personalized Learning Environment school that utilizes 1:1 technology to support student-centered instruction, promote student engagement, and allow for personalized learning to occur. All of our students are issued a MacBook Pro laptop to use in class and at home. Learning for Holston students can occur anywhere at any time.

# Holston Middle School: A History

## Holston High School

From "Holston's History," written by Howard Atchley, a former Holston Biology Teacher: Holston Junior-Senior High School opened in the fall of 1957 with approximately 800 students. By 1962 it had become a high school (grades 9-12). In 1962 a new classroom wing was added and the student enrollment continued to grow rapidly. The number of graduates is over 6,000 and their lives are represented by virtually every walk of life. In the area of athletics, Holston's teams have also been leaders. The football team was undefeated in 1970 and in 1977 the basketball team won the State Championship. Although there may no longer be a Holston High School, its influence will continue to be felt in the many lives of those who have been an integral part of a great school.

## Gibbs Middle School

From "Histories of Schools in Knox County," compiled by Alice Howell and Dr. Paul Kelley: In August 1984 the middle school was opened and all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>-grade students in this area began attending Gibbs Middle School. The pupils that were added to the Gibbs Middle School from the area elementary schools and the breaking up of many of the farms in the community to housing projects added to both enrollment and the number of teachers at Gibbs. In the year 1985-1986, there were 438 students in the middle school and 622 students in grades 9-12.

## Holston Middle School

Holston Middle School serves students in the Gibbs, Fulton, Austin-East, Central, and Carter school communities. In 1991, Holston High School closed and was reprogrammed as a middle school. That same year, Gibbs Middle School, a separate wing of the original high school, was closed, and Gibbs students as well as those in the northeast edge of the city blended together to become the diverse community we know today as Holston Middle School. In Fall 2018, a new Gibbs Middle School will open (drawing current Holston students to it), leaving 575 Holston students for 2018-2019. Historically, Holston boasts strong STEM and arts programs, athletic teams, and academic growth. For over 25 years, Holston Middle School Hurricanes have exhibited the scholarship, leadership, and citizenship necessary to succeed in high school and beyond.

# Course Catalog Table of Contents

<b>Introduction</b>	<b>Page</b>
Welcome Letter to Families & Students.....	2
Holston Middle School Mission & Vision.....	3
History of Holston Middle School.....	4
<b>Academic Support</b>	<b>Page</b>
School Personnel.....	6
Registration.....	7
Grading, Testing, & Records.....	8-9
Daily Schedules.....	10
Parent Portal.....	11-12
<b>Course Descriptions</b>	<b>Page</b>
6th-Grade Courses.....	14-19
6th-Grade Course Planning.....	20
7th-Grade Courses.....	21-27
7th-Grade Course Planning.....	28
8th-Grade Courses.....	29-36
8th-Grade Course Planning.....	37
<b>Support Documents</b>	<b>Page</b>
Course Progressions.....	38-40
Student Life.....	41
Planning Your Year.....	42

## School Personnel

**Principal:** Holston Middle School's Principal creates the safe, academic culture necessary for student learning.

**Grade-level Principals:** Holston Middle School's Assistant Principals work with students in their individual grade levels to develop rapport among students, maintain order, and encourage the academic culture necessary for student learning.

**Teaching Staff:** Holston Middle School's dedicated teachers provide the high-quality instruction for student success both in high school and beyond. Teachers support students through individualized learning and tutoring opportunities.

**Counseling Department:** The Holston Middle School Counseling Department works with the administration, school staff, and various community agencies to help students with educational, vocational, and personal problems.

**Support Staff:** Holston Middle School's TPaCK coach, secretaries, custodians, bookkeeper, and teachers' assistants provide the necessary administrative and instructional support to assist students and teachers with student achievement.

## Registration

### 6<sup>th</sup>-Grade Enrollment

Each spring, counselors travel to our feeder elementary schools to discuss middle school courses and programs. Students are given a registration form and are encouraged to make careful course selections for the next school year. Teachers make recommendations for academic levels based on classroom performance, grades, and standardized testing. Parents are then asked to sign this registration form, indicating their approval of the courses selected. In addition, Holston hosts a 5<sup>th</sup>-grade parent night and visits to the middle school.

### 7<sup>th</sup>/8<sup>th</sup>-Grade Enrollment

In the spring, students are given a registration form and are expected to register for academic levels recommended by the staff. If a student wishes to move to a higher level than is recommended, the parent/guardian must sign an Academic Release, and the student must remain in the requested level regardless of his/her class performance. If a student wishes to move to a lower level than is recommended, then the student must meet with the Principal, who will contact the parent/guardian regarding the request.

Every effort is made to schedule students for their choices, but class size limitations established by the State Department restrict some choices. It is important that students carefully choose alternate classes on their registration forms because they may not be enrolled in their first choice.

Students must see their counselor for approval of a schedule change. For any change from Honors courses to a regular course, the Principal must approve the change.

# Grading, Testing, & Records

## Grading

### **Grading Procedures**

Grading procedures are the result of the prescribed plan of study established for any given class by the teacher. Normally, grades are based on student performance in such areas as class participation, class work, homework, special assignments/projects, meeting deadlines, quizzes, tests, and final examinations. Final examinations represent 10 percent of the final semester grade. (Percentage of EOCs and TCAPs is subject to change over the next three-year period.)

### **Scholastic Grades**

Grade reports are issued to students approximately every four and a half weeks. Parents are invited to check Parent Portal weekly to monitor their students' progress. Grades are reported numerically and as alphabetical letters and are determined by the percent scale shown below.

Grades are cumulative, representing all class work from the beginning of the course to the date of the report. Each successive report is not the average of the previous grade reports; rather, it represents the compiled scores of all daily lessons, homework, projects, quizzes, examinations and other classroom assignments during the entire class period.

### **Knox County Grading Scale**








Grades	Descriptors	Percent Scale**	Grade Points*
A	Excellent	93-100%	4
B	Good	85-92%	3
C	Average	75-84%	2
D	Below Average	70-74%	1
F	No Credit	0-69%	0

\*Knox County middle schools maintain a cumulative GPA for students.  
\*\*Students completing an Honors course will have three percentage points added to the final class average.





## Testing

The following tests are required:

-  End of Course Exams (EOCs): These exams are given in selected academic subjects as required by the State Department. This year, EOCs count 10% of the student's grade. (This is subject to change during the next three-year period.)
  -  Subjects: Algebra I & Geometry
-  TCAP exams: These new exams reflect curriculum changes in math, English, history, and select science classes. Like EOCs, TCAPs will count 10% of the student's grade. (This is subject to change during the next three-year period.) Students will complete comprehensive exams in each of the following subject areas:
  -  English-Language Arts, Math, Science, and Social Studies in 6<sup>th</sup>-, 7<sup>th</sup>-, and 8<sup>th</sup>-grades.
-  Benchmark exams: These tests are given three times during the course of the year (approximately every eight weeks), gauging students' knowledge of the material learned thus far.
-  Honors Midterms: These tests are created at the district level and are given in December each year (This exam replaces Benchmark #2.) in the core subject areas.
-  WIDA ACCESS: This four-part exam is given to English Language Learners (ELL) each year to determine the level of language acquisition and programming.

Additional tests available during the school year:

-  National Assessment of Educational Progress (NAEP): This multiple-choice, short-answer, and extended essay exam is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. This test occurs every four years and is voluntary.
-  Duke TIP: For selected seventh-graders, they are administered a full-length ACT to determine honors-level programming.

## Records

Students and parents may request an unofficial transcript at any time during the student's middle school years. Additionally, the school may request updates to the student's records, including: phone numbers, address, authorized persons to pick-up the student, previous school information, medical documentation (including immunization records), and screenings (including language). Updated information ensures that the staff at Holston Middle School can provide the necessary programming for each student.

## Daily Schedules

Students in all grades must be enrolled in seven classes—one Focus class (Enrichment or Intervention), four core subject classes (ELA, Math, Science, & Social Studies), and two Related Arts classes. Additionally, students are placed in a Homeroom. Eighth-graders taking Honors Spanish I will have an additional class.

### 6<sup>th</sup>-Grade

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup> /5 <sup>th</sup>	6 <sup>th</sup> /7 <sup>th</sup>	8 <sup>th</sup> /9 <sup>th</sup>	10 <sup>th</sup> /11 <sup>th</sup>
Homeroom	Focus	Related Art	Related Art	Core Class	Core Class & Lunch	Core Class	Core Class
8:10-8:27	8:30-9:00	9:05-9:37	9:40-10:15	10:20-11:30	11:35-1:00	1:05-2:15	2:20-3:30

### 7<sup>th</sup>-Grade

	1 <sup>st</sup>	2 <sup>nd</sup> /3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> /7 <sup>th</sup>	8 <sup>th</sup> /9 <sup>th</sup>	10 <sup>th</sup> /11 <sup>th</sup>
Homeroom	Focus	Core Class	Related Art	Related Art	Core Class & Lunch	Core Class	Core Class
8:10-8:27	8:30-9:00	9:05-10:15	10:20-10:53	10:56-11:30	11:35-1:00	1:05-2:15	2:20-3:30

### 8<sup>th</sup>-Grade

	1 <sup>st</sup>	2 <sup>nd</sup> /3 <sup>rd</sup>	4 <sup>th</sup> /5 <sup>th</sup>	6 <sup>th</sup> /7 <sup>th</sup>	8 <sup>th</sup> /9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Homeroom	Focus	Core Class	Core Class	Core Class & Lunch	Core Class	Related Art	Related Art
8:10-8:27	8:30-9:00	9:05-10:15	10:20-11:30	11:35-1:00	1:05-2:15	2:20-2:52	2:55-3:30

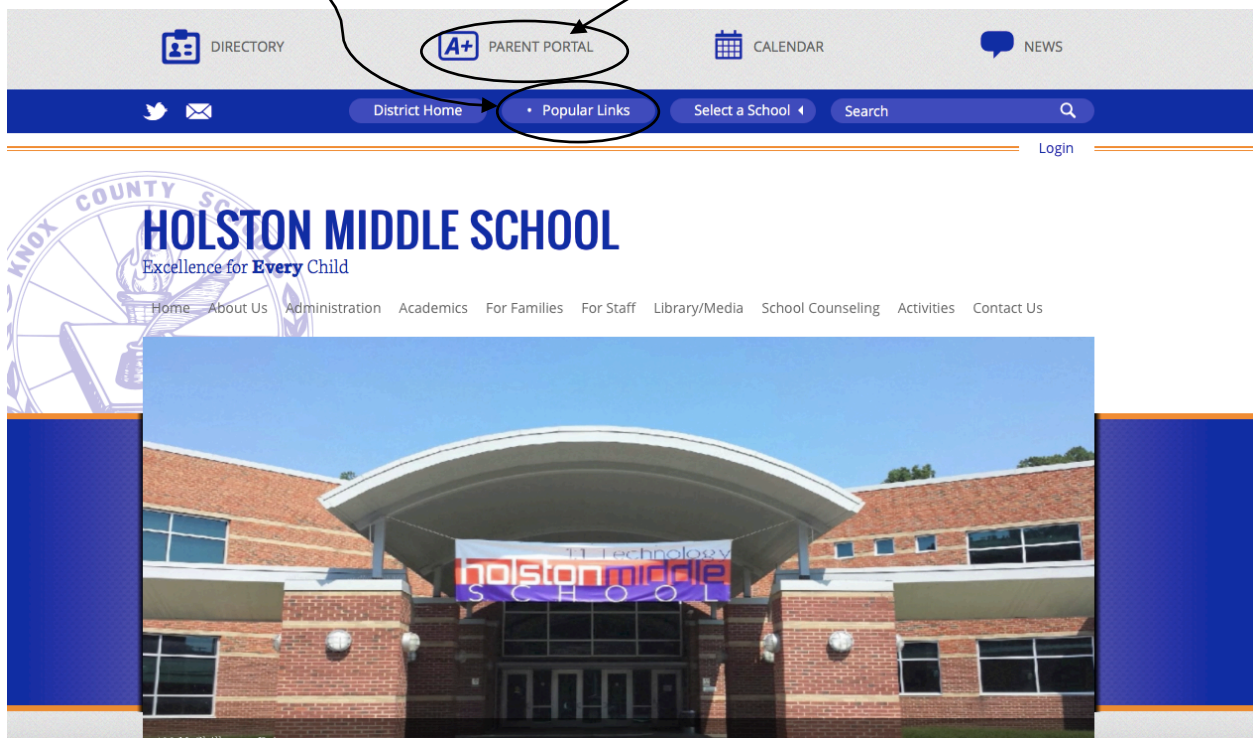
**Parent Portal**

Parent Portal (Aspen) is a web-based service that allows parents to monitor their students' classroom grades, attendance and disciplinary events in real time. Parent Portal access requires an account for access. Parent accounts are automatically associated with the student's enrollment and updated nightly.

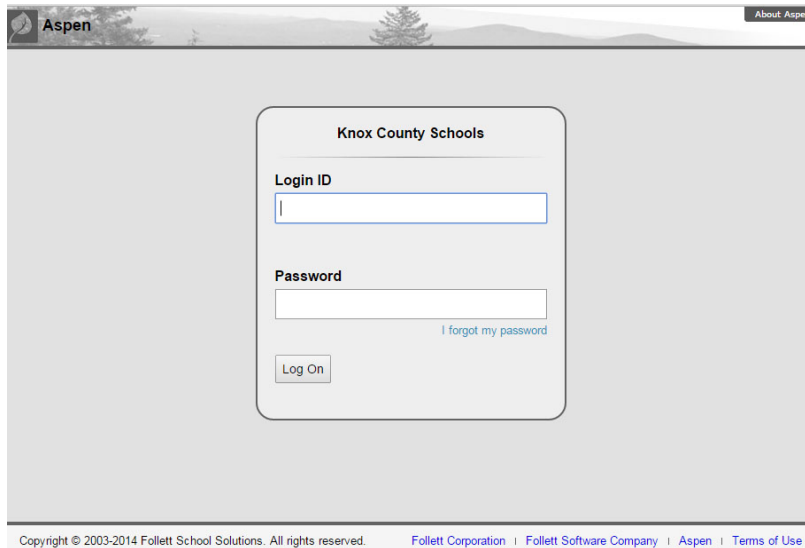
### Additional Help

The Technology Help Line is available from 8:00 a.m. to 4:00 p.m. Monday through Friday by email at [helpdesk@knoxschools.org](mailto:helpdesk@knoxschools.org) or by calling 865-594-1830.

**How and where to login:** Login in from any KCS district or school web page by clicking on Popular Links and then Parent Portal.

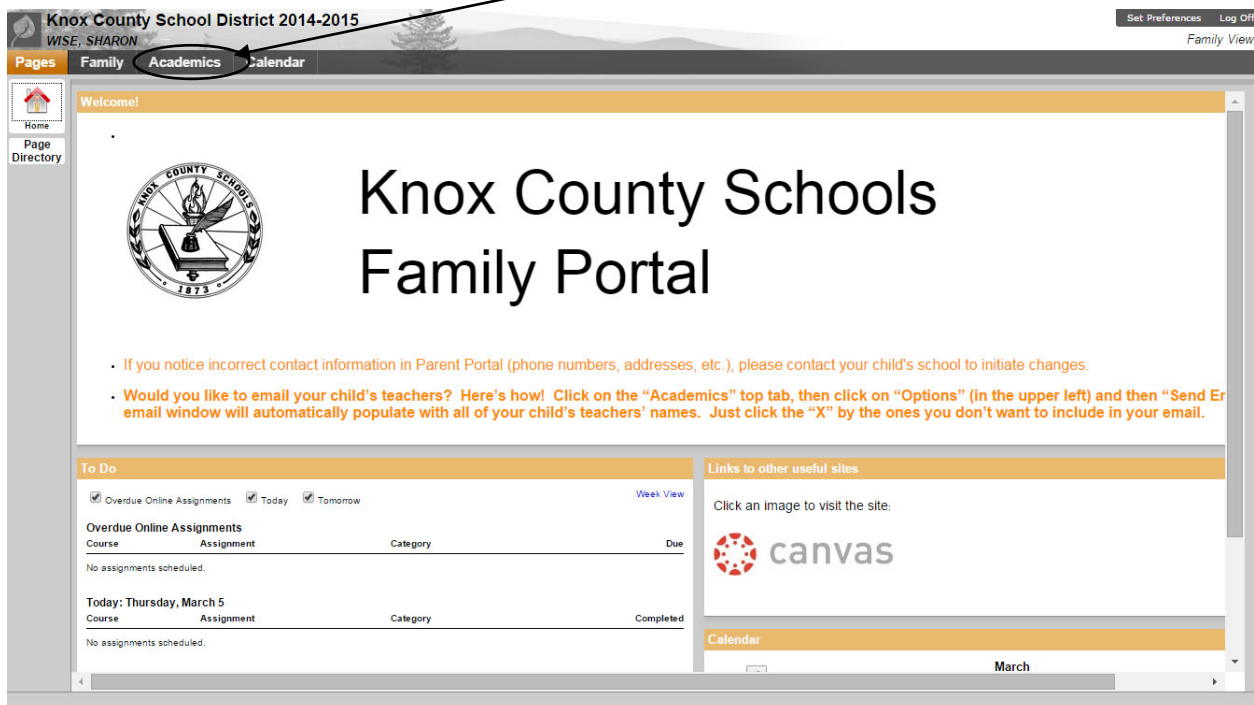


You will then see this page, where you will need to enter your username and password.



The image shows a login page for Knox County Schools. At the top left is the Aspen logo and at the top right is a link for 'About Aspen'. The main content area is a light gray box with the title 'Knox County Schools'. Below the title are two input fields: 'Login ID' and 'Password'. A blue link 'I forgot my password' is positioned below the password field. A 'Log On' button is located at the bottom of the form. At the very bottom of the page, there is a copyright notice: 'Copyright © 2003-2014 Follett School Solutions. All rights reserved.' followed by links for 'Follett Corporation', 'Follett Software Company', 'Aspen', and 'Terms of Use'.

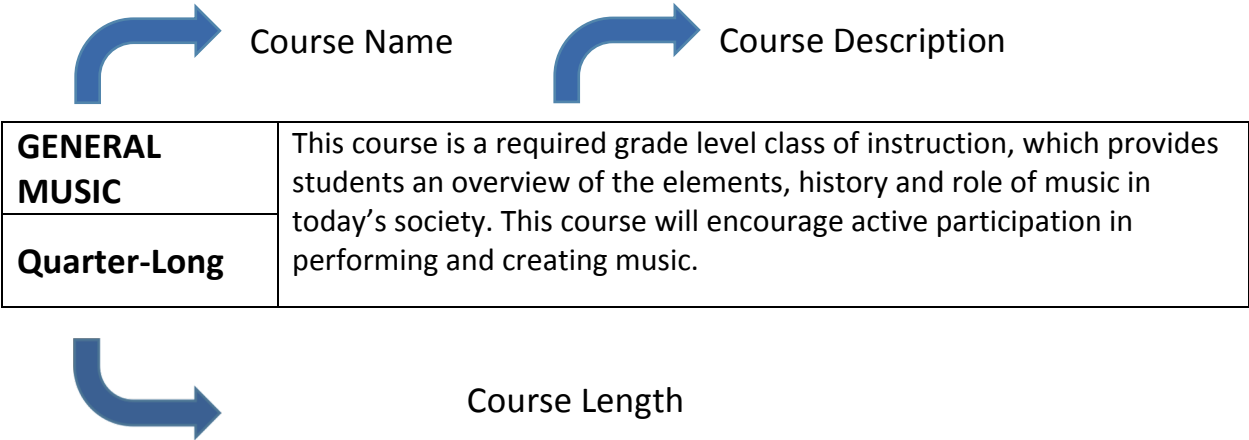
You will then be directed to this home page. You can click on Academics to see averages and individual assignments.



The image shows the home page of the Knox County Schools Family Portal. The header includes 'Knox County School District 2014-2015' and 'WISE, SHARON'. A navigation bar contains 'Pages', 'Family', 'Academics', and 'Calendar'. The 'Academics' tab is highlighted with a black circle and an arrow pointing from the text above. The main content area features the school's logo and the title 'Knox County Schools Family Portal'. Below the title are two bullet points: 'If you notice incorrect contact information in Parent Portal (phone numbers, addresses, etc.), please contact your child's school to initiate changes.' and 'Would you like to email your child's teachers? Here's how! Click on the "Academics" top tab, then click on "Options" (In the upper left) and then "Send Email" window will automatically populate with all of your child's teachers' names. Just click the "X" by the ones you don't want to include in your email.' The page is divided into three main sections: 'To Do', 'Links to other useful sites', and 'Calendar'. The 'To Do' section has checkboxes for 'Overdue Online Assignments', 'Today', and 'Tomorrow', and a 'Week View' link. It contains two tables: 'Overdue Online Assignments' and 'Today: Thursday, March 5'. The 'Links to other useful sites' section has a 'Click an image to visit the site.' prompt and a 'canvas' logo. The 'Calendar' section shows the month of 'March'.

# Course Descriptions

Each course description is accompanied by the length. Some classes are offered as year-long, semester-long, or quarter-long courses.



It is important that you, your counselor, and your parents plan next year's schedule. For your benefit, planning sheets are located in the back of this section.

**Note:** Not all enrichment courses will be reflected in the schedule. Even if a course is potentially offered in that semester/year, there must be an adequate number of students taking that course. The suggested number of students for a course to be reflected in the schedule is 20. (The exception is an intervention course, which has state requirements for student-to-teacher ratios.)

## 6<sup>th</sup>-Grade Courses

### Core Courses

<b>ELA</b>	<p>In this course, students will read a range of challenging books, articles, and texts, and will be expected to demonstrate their understanding of the material by answering questions and contributing to class discussions. In writing, students will continue to work on their use of language, sentence structure, and organization of ideas. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis. <u>At the honors level</u>, students may experience texts with a higher level of complexity than the grade level classes.</p>
<b>Year-Long</b>	
<b>MATH</b>	<p>This course extends the students' understanding and fluency of number and operations to include fractions, decimals, ratios and percents. Students solve multi-step contextual problems involving fractions and decimals. They apply their knowledge to solve a variety of problems requiring the use of reasoning and communication. They use statistics and probability in real-world applications to analyze and interpret data. Areas of focus include algebraic patterns and relationships, variable expressions and multi-step equations, and geometric relationships. They model and solve a variety of problems involving surface area, area and circumference of circles, and volumes of prisms and pyramids. <u>At the honors level</u>, the course is designed for students who perform at average to high average ability in mathematics. They will follow the sixth-grade curriculum and begin accelerating rigorous pre-algebra topics designed to prepare them for Honors Algebra I in the 8th grade. These students will continue with the seventh grade accelerated mathematics program.</p>
<b>Year-Long</b>	
<b>SCIENCE</b>	<p>This course is an inquiry-based science class integrating technology and engineering while exploring the interrelationships of life, earth, and physical sciences. The major themes include interdependence and interactions of living things with their environment, the universe, the Earth's atmosphere, and energy including the various forms and the role of magnetic fields and electrical currents. <u>At the honors level</u>, students will use higher-level thinking skills. Students will experience complex problem solving, analysis, inquiry, and reasoning in this course.</p>
<b>Year-Long</b>	

<b>SOCIAL STUDIES</b>	This course is a study of the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The sixth grade will conclude with the decline and fall of the Roman Empire. <u>At the honors level</u> , students will use high-level thinking, problem solving, analysis, inquiry, reasoning, and questioning skills in this rigorous, accelerated 6th-grade social studies course.
<b>Year-Long</b>	

## Special Education

<b>ELA</b>	These courses are taught by certified personnel specializing in students' areas of need, namely, ELA and/or math. Students are monitored bi-weekly, and their IEP goals are tracked. Grade-level ELA coursework is taught with respect to the pacing, text complexity, and the individual needs of each student.
<b>Year-Long</b>	

<b>MATH</b>	These courses are taught by certified personnel specializing in students' areas of need, namely, ELA and/or math. Students are monitored bi-weekly, and their IEP goals are tracked. Grade-level math coursework is taught with respect to the pacing, task complexity, and the individual needs of each student.
<b>Year-Long</b>	

<b>CDC-A</b>	The Comprehensive Development Classroom (CDC) is structured to allow students who need more academic support to receive it in an inclusive environment. Students are monitored, and their IEP goals are tracked. Students also engage in Community-Based Instruction, where they experience real-life daily tasks (shopping, doing a job, etc.). Students may be released to academic settings as their instructors recommend.
<b>Year-Long</b>	

## English as Second Language

<b>ESL 1, 2, 3, or 4</b>	This course is especially designed for speakers of other languages, where English proficiency level reflects the state adopted ESL standards as
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<b>Year-Long</b>	established by the state’s adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing.
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**Related Arts**

<b>STEM EXPLORERS</b>	This course is a fundamental course for middle school students to search for answers to “What is STEM?” A student proficient in this course will understand science, technology, engineering, and mathematics (STEM) as a collection of interrelated disciplines, rather than a series of isolated fields. Students will come away from this course with a thorough understanding of how the STEM disciplines work together to investigate the world, define problems, and create optimal solutions to benefit society. In this course, students will explore the history of engineering and technology; they will be introduced to the practices of science and engineering; and they will explore various STEM fields to empower them to make an informed decision when selecting a career pathway in high school.
<b>Quarter-Long</b>	

<b>HEALTH AND SAFETY</b>	In this course, students will: define personal safety and describe self-protection skills, demonstrate first aid, name the five components of physical fitness, describe how to make good decisions regarding personal hygiene, identify body systems and their functions, list communicable diseases and their effects, and name personal health care facilities. The Family Life Education and HIV/AIDS curriculum are mandated by State Law and may be opted out with a signed permission form.
<b>Quarter-Long</b>	

<b>PHYSICAL EDUCATION</b>	In this course students will: demonstrate basic skills needed to participate in a variety of team and individual sports and games, describe common rule infractions within these sports and games, demonstrate good sportsmanship and teamwork, participate in movement and exercises to improve physical fitness, and participate in and individual fitness assessment and create a plan to improve areas of weakness.
<b>Quarter-Long</b>	

<b>ART WHEEL</b>	This course is designed to fit into a rotation arrangement to allow all students at the grade level an opportunity to participate in an Art class. It is a survey course that attempts to cover a wide variety of concepts, techniques, and media.
<b>Quarter-Long</b>	



<b>ART ANNUAL</b>	This year-long course is designed for the highly motivated student who wishes to participate in an Art class for the entire school year. The course provides the teacher and student an opportunity to explore Art concepts and processes in a more in-depth way.
<b>Year-Long</b>	

<b>GENERAL MUSIC</b>	This course is a required grade level class of instruction, which provides students an overview of the elements, history and role of music in today's society. This course will encourage active participation in performing and creating music.
<b>Quarter-Long</b>	

<b>CHORUS</b>	In this course, students will have the opportunity to study vocal music techniques and music literature with a goal to perform unison and two-part music. Students will learn to display fundamentals of proper vocal production and consonant and vowel production appropriate to the style of varied vocal literature.
<b>Year-Long</b>	

<b>BEGINNING BAND</b>	This course exposes students to the three major types of band instruments, wood-winds, brass winds and percussion. Through teacher guidance, the student will be allowed to learn the instrument of their choice or the instrument for which the student is best suited. Students will learn the basic elements of music, clef signs, time signs, staff, parts of the staff, note reading, rhythm, harmony, scales, as well as counting, clapping, singing, and playing simple musical melodies. Students will learn the proper way to play the musical instrument with proper tone quality, embouchure, posture, hand position, head position and proper use of teeth, tongue, throat and air stream. (All students are eligible to participate.)
<b>Year-Long</b>	

<b>PROJECT-BASED LEARNING</b>	In this course, students complete a series of real-world projects modeled after design thinking. Projects are geared toward various audiences and tasks. Speech and presentation skills are also featured in this course.
<b>Quarter-Long</b>	

<b>COMPUTER REPAIR</b>	In this course, students are given tools and skills to fix everyday computer malfunctions. Students are given the opportunity to consult with other students and staff members about useful apps and computer programs as well as troubleshoot common software issues.
<b>Year-Long</b>	

## Intervention

<b>ELA INTERVENTION</b>	In this course, students who have fallen below the 25 <sup>th</sup> -percentile in reading skills are given practice and reinforcement in the foundational skills so that the grade-level content can be processed effectively. This course, depending on the level of need, can be scheduled during the Focus time or during one Related Art time.
<b>Year-Long</b>	

<b>MATH INTERVENTION</b>	In this course, students who have fallen below the 25 <sup>th</sup> -percentile in math skills are given practice and reinforcement in the foundational skills so that the grade-level content can be processed effectively. This course, depending on the level of need, can be scheduled during the Focus time or during one Related Art time.
<b>Year-Long</b>	

## Enrichment

<b>IMPROV &amp; THEATRE GAMES</b>	In this course, students will learn improvisational techniques (performing skits without preparation) and become comfortable with performing in front of small audiences through theatre activities. This course is part of the <u>Drama Pathway</u> .
<b>Year-Long</b>	

<b>HEALTH CAREERS</b>	In this course, students will learn the various careers in the health science field. They will meet people in these fields, learn how technology has changed the field, learn about how these services enhance society. This course is part of the <u>Health Science Pathway</u> .
<b>Semester-Long</b>	

<b>ENGINEERING DESIGN</b>	In this course, students will learn the steps to design simple models, forms, and structures through websites like engineering.com and “cargo bridge.” This course is part of the <u>STEM/Engineering Pathway</u> .
<b>Semester-Long</b>	

<b>ACTION NEWS</b>	In this course, students will learn journalistic methods, including interviewing, storyboarding, editorial writing, and feature writing. This course is part of the <u>Journalism Pathway</u> .
<b>Semester-Long</b>	

<b>COURTROOM</b>	In this course, students will learn basic features of the justice system, produce arguments, and partake in several mock trials. This course is part of the <u>Criminology Pathway</u> .
<b>Semester-Long</b>	

<b>CREATIVE WRITING</b>	In this course, students will create poems, stories, nonfiction, and other genres. This course is part of the <u>Creative Publications Pathway</u> .
<b>Semester-Long</b>	

<b>INNOVATORS &amp; ENTREPRENEURS</b>	In this course, students will learn about successful businesses, invent their own products, and run a mock business. They will use spreadsheets to manage their money and track expenses. This course is part of the <u>Business Pathway</u> .
<b>Semester-Long</b>	







<b>SHOW CHOIR</b>	This course provides in-school rehearsals for the Kids in America Show Choir, Holston's premier choral ensemble. Tryouts for this choir are held in the spring of each year. This course is part of the <u>Choral Ensemble Pathway</u> .
<b>Year-Long</b>	

<b>TECH EXPERTS</b>	Students chosen as Tech Experts disassemble, repair, and rebuild common computer issues and promote software use through demonstrations. This course is part of the <u>Information Technology Pathway</u> .
<b>Year-Long</b>	

<b>SERVICE PROJECT</b>	In this course, students learn about volunteering in the community and develop ways to give back to the school community. This course is part of the <u>Leadership Pathway</u> .
<b>Semester-Long</b>	

# 6<sup>th</sup>-Grade Course Planning

Keep the following guidelines in mind when planning the coursework for your sixth-grade year:

-  You must have all four core courses represented in your schedule (ELA, math, science, and social studies).
-  Honors coursework is determined by multiple criteria: TCAP scores, teacher recommendation, and parent input. The principal is the final authority in deciding honors placement.
-  After taking the STAR screener in May of your 5<sup>th</sup>-grade year, if you score between the 11<sup>th</sup>-25<sup>th</sup> percentile in ELA or math, you will be placed in ELA or Math Intervention during Focus time.
-  You must have Physical Education and General Music as Related Arts classes at some point in your schedule.
-  You should pick out one year-long Related Art class, but if you would like two sets of quarter classes, please note that. If you score below 11<sup>th</sup> percentile in ELA or math, then you will be placed in a year-long ELA or Math Intervention course during one Related Art time.
-  If you score above the 25<sup>th</sup> percentile in ELA or math, then you may choose one or two Enrichment courses (depending on the course length).

	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup> /5 <sup>th</sup>	6 <sup>th</sup> /7 <sup>th</sup>	8 <sup>th</sup> /9 <sup>th</sup>	10 <sup>th</sup> /11 <sup>th</sup>
Home-room	Focus	Related Art Quarters	Related Art Year-Long	Core Class	Core Class & Lunch	Core Class	Core Class
8:10-8:27	8:30-9:00	9:05-9:37	9:40-10:15	10:20-11:30	11:35-1:00	1:05-2:15	2:20-3:30
First Choice				Hon / Reg	Hon / Reg	Hon / Reg	Hon / Reg
Second Choice				Hon / Reg	Hon / Reg	Hon / Reg	Hon / Reg

## 7<sup>th</sup>-Grade Courses

### Core Courses

<b>ELA</b>	<p>In this course, students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Students will also build academic vocabulary as they read more complex texts, including stories, plays, historical novels, poems, and informational books and articles. <u>At the honors level</u>, students may experience texts with a higher level of complexity than the grade level classes.</p>
<b>Year-Long</b>	
<b>MATH</b>	<p>In this course, students extend their understanding of the mathematical processes of problem solving, communication, and reasoning. Students continue to build a foundation for algebra by solving equations with positive and negative rational numbers. They apply their knowledge of integers to graph and identify points on the coordinate system. They create and interpret graphs using function rules and ordered pairs. Students identify slope of a line as a unit rate. Other areas of focus include proportional reasoning, data analysis and various representations of data. <u>At the honors level</u>, students complete the seventh grade mathematics curriculum and the Honors Pre-Algebra curriculum described below through a modeled instruction approach that facilitates maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. Upon successful completion of this course, students will be prepared for Honors Algebra I in the 8th grade.</p>
<b>Year-Long</b>	
<b>HONORS ALGEBRA I</b>	<p>This course places an emphasis on the systematic development of the language through which most of mathematics is communicated. Students develop an understanding of concepts at an abstract level, and apply them in a process that fosters generalizations and insights beyond the original content. Areas of focus include properties of the number system, linear and quadratic functions, inequalities, operations on real numbers and polynomials, exponents and radicals. This is a high school equivalent course. The grade is reflected on the high school transcript and calculated in a student's high school GPA.</p>
<b>Year-Long</b>	

<b>SCIENCE</b>	This course is an inquiry-based science class integrating technology and engineering while exploring the interrelationships of life, earth, and physical sciences. The major themes are cells and their processes, flow of matter & energy specifically photosynthesis and cellular respiration, heredity/genetics, minerals and rocks, the Earth, Newton’s laws of motion and simple machines. <u>At the honors level</u> , students will experience complex problem solving, analysis, inquiry, and reasoning in this course.
<b>Year-Long</b>	

<b>SOCIAL STUDIES</b>	In this course, students will explore the social, cultural, geographical, political and technological changes that occurred after the fall of the Roman Empire and in Medieval Europe. Students will also study the period from the fifteenth to the eighteenth century, including the Islamic world, Africa, China, and Japan, but with a heavier emphasis on western civilization in Europe during the Renaissance and Reformation. Students will analyze geography’s influence on the development of these civilizations as they continue their study of world history and geography. Seventh grade students will end the year by examining the Meso-American and Andean civilizations, and the age of European explorations. Appropriate informational texts and primary sources will be used in order to deepen the understanding of how these civilizations influence the modern world. <u>At the honors level</u> , students will use high-level thinking, problem solving, analysis, inquiry, reasoning, and questioning skills in this rigorous, accelerated 7 <sup>th</sup> -grade social studies course.
<b>Year-Long</b>	

**Special Education**

<b>ELA</b>	These courses are taught by certified personnel specializing in students’ areas of need, namely, ELA and/or math. Students are monitored bi-weekly, and their IEP goals are tracked. Grade-level ELA coursework is taught with respect to the pacing, text complexity, and the individual needs of each student.
<b>Year-Long</b>	

<b>MATH</b>	These courses are taught by certified personnel specializing in students' areas of need, namely, ELA and/or math. Students are monitored bi-weekly, and their IEP goals are tracked. Grade-level math coursework is taught with respect to the pacing, task complexity, and the individual needs of each student.
<b>Year-Long</b>	

<b>CDC-A</b>	The Comprehensive Development Classroom (CDC) is structured to allow students who need more academic support to receive it in an inclusive environment. Students are monitored, and their IEP goals are tracked. Students also engage in Community-Based Instruction, where they experience real-life daily tasks (shopping, doing a job, etc.). Students may be released to academic settings as their instructors recommend.
<b>Year-Long</b>	

**English as Second Language**

<b>ESL 1, 2, 3, or 4</b>	This course is especially designed for speakers of other languages, where English proficiency level reflects the state adopted ESL standards as established by the state's adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing.
<b>Year-Long</b>	

**Related Arts**

<b>STEM INNOVATORS</b>	This course is a fundamental course for middle school students to understand the relationship between STEM and innovation, as well as explore the possibilities of "What could be?" A student proficient in this course will understand why innovation is important and how it benefits society. Students will learn how innovation requires creativity and leads to new discoveries and technologies that make life better for humans. In this course, students will identify past innovations and what inspired their creation. Students will continue learning the practices of science and engineering. This course will reinforce the specific practices of developing and using models; planning and carrying out investigations; and analyzing and interpreting data.
<b>Quarter-Long</b>	

<b>HEALTH AND SAFETY</b>	In this course, students will: analyze body systems and their functions; explain the benefits of exercise to social, mental and physical health; analyze a food label and evaluate individual food choices; compare stages of human growth and development; understand the prevention, symptoms, and treatment of contagious and non-contagious diseases; name community health care facilities; analyze peer and media influences regarding the use of tobacco, alcohol, and illegal drugs; and review types of abuse. The Family Life Education and HIV/AIDS curriculum are mandated by State Law and may be opted out with a signed permission form.
<b>Quarter-Long</b>	

<b>PHYSICAL EDUCATION</b>	In this course students will: demonstrate a greater proficiency in skills needed to participate in team and individual sports and games, demonstrate knowledge of the rules and explain strategies for various sports and games, continue to demonstrate good sportsmanship and be helpful to classmates, demonstrate movement and exercises that improve physical fitness, and increase knowledge and skills for lifetime activities.
<b>Quarter-Long</b>	

<b>ART WHEEL</b>	This course is designed to fit into a rotation arrangement to allow all students at the grade level an opportunity to participate in an Art class. It is a survey course that attempts to cover a wide variety of concepts, techniques, and media.
<b>Quarter-Long</b>	

<b>ART ANNUAL</b>	This year-long course is designed for the highly motivated student who wishes to participate in an Art class for the entire school year. The course provides the teacher and student an opportunity to explore Art concepts and processes in a more in-depth way.
<b>Year-Long</b>	

<b>GENERAL MUSIC</b>	This course is a required grade level class of instruction that encourages active participation in performing and creating music through a balanced and sequential program of study. This will allow students opportunities to demonstrate, improvise and/or compose music rhythms and lyrics.
<b>Quarter-Long</b>	

<b>CHORUS</b>	In this course, students will have an opportunity to apply expressive style and vocal techniques to age-appropriate music literature. Students will apply correct diction in several styles of vocal music while maintaining correct voice part/line. The goal is for chorus members to sing three-part music.
<b>Year-Long</b>	



<b>INTERMEDIATE BAND</b>	This course is designed to allow students to continue to expand their knowledge of the elements of music, musical terms, scales, music literature and to continue to learn and to increase their ability to play a musical instrument. Students at this level are also allowed to switch to another instrument with the approval of the student’s parents and the teacher. The student may be exposed to clinic tryout and solo and ensemble performance. (Prerequisite: Completion of the 6th grade Beginning Band and teacher approval)
<b>Year-Long</b>	

<b>PROJECT-BASED LEARNING</b>	In this course, students complete a series of real-world projects modeled after design thinking. Projects are geared toward various audiences and tasks. Speech and presentation skills are also featured in this course.
<b>Quarter-Long</b>	

<b>COMPUTER REPAIR</b>	In this course, students are given tools and skills to fix everyday computer malfunctions. Students are given the opportunity to consult with other students and staff members about useful apps and computer programs as well as troubleshoot common software issues.
<b>Year-Long</b>	

**Intervention**

<b>ELA INTERVENTION</b>	In this course, students who have fallen below the 25 <sup>th</sup> -percentile in reading skills are given practice and reinforcement in the foundational skills so that the grade-level content can be processed effectively. This course, depending on the level of need, can be scheduled during the Focus time or during one Related Art time.
<b>Year-Long</b>	

<b>MATH INTERVENTION</b>	In this course, students who have fallen below the 25 <sup>th</sup> -percentile in math skills are given practice and reinforcement in the foundational skills so that the grade-level content can be processed effectively. This course, depending on the level of need, can be scheduled during the Focus time or during one Related Art time.
<b>Year-Long</b>	

## Enrichment

<b>DRAMA PRODUCTION</b>	This course provides experiences for students to study, create, produce, and perform dramatic productions. Whether students are on stage or behind-the-scenes, they will learn to collaborate to perform at least one dramatic performance during the year. This course is part of the <u>Drama Pathway</u> .
<b>Year-long</b>	

<b>MEDICAL DETECTIVES</b>	Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. This course is featured in the <u>Criminology</u> and <u>Health Science Pathways</u> .
<b>Semester-Long</b>	

<b>COMPUTER CODING</b>	This is a computer science survey course, covering topics such as computational components, troubleshooting, data protection & encryption, internet & networks, and ethics & attribution. Students are empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun. This course is part of the <u>STEM/Engineering Pathway</u> .
<b>Semester-Long</b>	

<b>MULTI-MEDIA</b>	In this course, students will combine their knowledge of journalism and technology through moderating and designing the online newspaper. This course is part of the <u>Journalism Pathway</u> .
<b>Semester-Long</b>	

<b>DIGITAL PHOTOGRAPHY</b>	In this course, students will create visual art products using digital cameras and photography software. This course is part of the <u>Creative Publications Pathway</u> .
<b>Semester-Long</b>	

<b>ADVERTISING</b>	In this course, students will learn about branding a product, Americans' spending habits, and ways to sell products.
<b>Semester-Long</b>	Students will use various technologies to develop their own advertisements. This course is part of the <u>Business Pathway</u> .

<b>SHOW CHOIR</b>	This course provides in-school rehearsals for the Kids in America Show Choir, Holston's premier choral ensemble.
<b>Year-Long</b>	Tryouts for this choir are held in the spring of each year. This course is part of the <u>Choral Ensemble Pathway</u> .

<b>HONORS ALGEBRA I</b>	This course is an extension of the Honors Algebra I course taken during the day. This course is part of the <u>Advanced Mathematics Pathway</u> .
<b>Year-Long</b>	








<b>TECH EXPERTS</b>	Students chosen as Tech Experts disassemble, repair, and rebuild common computer issues and promote software use through demonstrations. This course is part of the <u>Information Technology Pathway</u> .
<b>Year-Long</b>	

<b>JAZZ/PEP BAND</b>	Students will perform different forms of Jazz and short pieces at home basketball games and concerts. This course is part of the <u>Instrumental Ensemble Pathway</u> .
<b>Year-Long</b>	

<b>MILITARY/ COMMUNITY SERVICE</b>	In this course, students will learn the different branches of the military and their contribution to the country. In addition, students will develop ways to give back to the school community. This course is part of the <u>Leadership Pathway</u> .
<b>Semester-Long</b>	

# 7<sup>th</sup>-Grade Course Planning

Keep the following guidelines in mind when planning the coursework for your seventh-grade year:

-  You must have all four core courses represented in your schedule (ELA, math, science, and social studies).
-  Honors coursework is determined by multiple criteria: TCAP scores, teacher recommendation, and parent input. The principal is the final authority in deciding honors placement.
  -  Those interested in Honors Algebra I as 7<sup>th</sup>-grade students must also take a CANVAS course over the summer to be prepared for the rigors of this class.
-  After taking the STAR screener in May of your 6<sup>th</sup>-grade year, if you score between the 11<sup>th</sup>-25<sup>th</sup> percentile in ELA or math, you will be placed in ELA or Math Intervention during Focus time.
-  You must have Physical Education and General Music as Related Arts classes at some point in your schedule.
-  You should pick out one year-long Related Art class, but if you would like two sets of quarter classes, please note that. If you score below 11<sup>th</sup> percentile in ELA or math, then you will be placed in a year-long ELA or Math Intervention course during one Related Art time.
-  If you score above the 25<sup>th</sup> percentile in ELA or math, then you may choose one or two Enrichment courses (depending on the course length).

	1 <sup>st</sup>	2 <sup>nd</sup> /3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup> /7 <sup>th</sup>	8 <sup>th</sup> /9 <sup>th</sup>	10 <sup>th</sup> /11 <sup>th</sup>
Homeroom	Focus	Core Class	Related Art Quarters	Related Art Year-Long	Core Class & Lunch	Core Class	Core Class
8:10-8:27	8:30-9:00	9:05-10:15	10:20-10:53	10:56-11:30	11:35-1:00	1:05-2:15	2:20-3:30
First Choice		Hon / Reg			Hon / Reg	Hon / Reg	Hon / Reg
Second Choice		Hon / Reg			Hon / Reg	Hon / Reg	Hon / Reg

## 8<sup>th</sup>-Grade Courses

### Core Courses

<b>ELA</b>	<p>In grade eight, students will read major works of fiction and nonfiction from all over the world and from different time periods. They will continue to learn how to understand what they read and evaluate an author's assumptions and claims. They will also conduct research that will require the analysis of resources and accurate interpretation of literary and informational text. Language standards are foundational and integrated throughout the curriculum design. <u>At the honors level</u>, students may experience texts with a higher level of complexity than the grade level classes.</p>
<b>Year-Long</b>	

<b>PRE-ALGEBRA</b>	<p>This course is a rigorous course designed to prepare students for the Algebra I curriculum. Students use linear functions, linear equations, and system of equations to represent, analyze, and solve a variety of problems. Students extend their understanding of slope as a constant rate of change and use slope to analyze situations and solve problems. They apply the Pythagorean Theorem to find distances between points in the coordinate plane to measure lengths and analyze polygons and polyhedral.</p>
<b>Year-Long</b>	

<b>HONORS ALGEBRA I</b>	<p>This course places an emphasis on the systematic development of the language through which most of mathematics is communicated. Students develop an understanding of concepts at an abstract level, and apply them in a process that fosters generalizations and insights beyond the original content. Areas of focus include properties of the number system, linear and quadratic functions, inequalities, operations on real numbers and polynomials, exponents and radicals. This is a high school equivalent course. The grade is reflected on the high school transcript and calculated in a student's high school GPA.</p>
<b>Year-Long</b>	

<b>HONORS GEOMETRY</b>	This course covers the advanced concepts of plane geometry and the related topics in three-dimensional geometry, coordinate geometry and transformational geometry. The content includes the vocabulary of geometry and continues with algebraic and geometric proofs based on an axiomatic system. Applications of the theorems are utilized to help students grasp an understanding of how geometry is used in different careers. This course places an emphasis on problem solving, writing skills (especially proofs) and algebraic applications. This is a high school equivalent course.
<b>Year-Long</b>	

<b>SCIENCE</b>	This course is an inquiry-based science class integrating technology and engineering while exploring the interrelationships of life, earth, and physical sciences. The major themes are biodiversity and change, basics of chemistry, magnetism/electricity, gravitational forces on Earth and within our universe.
<b>Year-Long</b>	

<b>HONORS PHYSICAL SCIENCE</b>	This course provides a physical science high school credit while a student is still enrolled in middle school. The primary theme for Physical Science is the study of matter and energy. The course is designed to introduce students to the concepts of forces and motion, chemical and physical properties of matter, the ways in which matter and energy interact, the forms and properties of energy, and other basic concepts in chemistry and physics. (Current enrollment in Algebra I or Geometry; Prerequisites: Combination of standardized test scores, past performance in science, teacher recommendations, and established enrollment limits). This is a high school equivalent course. The grade is reflected on the high school transcript and calculated in a student's high school GPA.
<b>Year-Long</b>	

<b>SOCIAL STUDIES</b>	In this course, students will study the European exploration of North America, along with the geographic features that influenced early settlements and colonies. This course will emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution. The major events and outcomes of the American Revolution will be analyzed, along with the individuals that played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. The impact of the expansion of the United States will be analyzed,
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<b>Year-Long</b>	including implications on domestic and foreign policy. Policies that affected the American Indians will also be studied. The events leading up to the Civil War will be examined, along with the individuals and events that were significant during the war. The history, people, government, and geography of Tennessee will be emphasized in order to illustrate the role our state has played in American history. Reconstruction and the development of the American West will conclude this course. Appropriate primary sources and informational texts will be included in order to enhance understanding of the content. <u>At the honors level</u> , students will use high-level thinking, problem solving, analysis, inquiry, reasoning, and questioning skills in this rigorous, accelerated 8 <sup>th</sup> -grade social studies course.
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<b>HONORS SPANISH I</b>	This course is for students who are interested in acquiring knowledge of the culture and language. The curriculum includes the study of the culture and basic communicative skills in listening, speaking, reading, and writing. Students who take this course and pass the class and the EOC will earn one credit; they will need to earn another credit in the second year of the same language in order to meet high school graduation requirements. The grade is reflected on the high school transcript and calculated in a student’s high school GPA. (Prerequisite: Honors 8 <sup>th</sup> -Grade ELA) <b>Special Note: This course occurs from 7:40-8:25 every morning and is in addition to the rest of the student’s schedule.</b>
<b>Year-Long</b>	

**Special Education**

<b>ELA</b>	These courses are taught by certified personnel specializing in students’ areas of need, namely, ELA and/or math. Students are monitored bi-weekly, and their IEP goals are tracked. Grade-level ELA coursework is taught with respect to the pacing, text complexity, and the individual needs of each student.
<b>Year-Long</b>	

<b>MATH</b>	These courses are taught by certified personnel specializing in students’ areas of need, namely, ELA and/or math. Students are monitored bi-weekly, and their IEP goals are tracked. Grade-level math coursework is taught with respect to the pacing, task complexity, and the individual needs of each student.
<b>Year-Long</b>	

<b>CDC-A</b>	The Comprehensive Development Classroom (CDC) is structured to allow students who need more academic support to receive it in an inclusive environment. Students are monitored, and their IEP goals are tracked. Students also engage in Community-Based Instruction, where they experience real-life daily tasks (shopping, doing a job, etc.). Students may be released to academic settings as their instructors recommend.
<b>Year-Long</b>	

**English as Second Language**

<b>ESL 1, 2, 3, or 4</b>	This course is especially designed for speakers of other languages, where English proficiency level reflects the state adopted ESL standards as established by the state’s adopted English Proficiency Assessment (ACCESS). The course provides for a sequential development of English skills in listening, speaking, reading, and writing.
<b>Year-Long</b>	

**Related Arts**

<b>STEM DESIGNERS</b>	This course is a fundamental middle school course that trains students to define problems and methodically answer the question, “What is the solution?” Upon completion of this course, proficient STEM designers understand that engineering design is a process of developing solutions to problems and challenges in order to meet the needs of society. Students continue to apply the practices for science and engineering learned in STEM Explorers and STEM Innovators; however, STEM Designers places more emphasis on practices such as using mathematics and computational thinking; designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information. In addition to gaining a deep understanding of the relationship between engineering and design, students who complete this course will learn how both innovation and engineering design result in new technologies that benefit humans.
<b>Quarter-Long</b>	



<b>HEALTH AND SAFETY</b>	In this course, students will: explain the impact of personal health behaviors on the body systems, formulate a physical activity plan., compare and contrast a consumer health product and /or service, evaluate personal food choices and discuss eating disorders and media influences, demonstrate decision-making skills that support good personal health including role playing and refusal skills, understand the relationship between sexual activity and risk of infection of communicable disease, research healthcare careers, and evaluate high risk situations and personal safety precautions. The Family Life Education and HIV/AIDS curriculum are mandated by State Law and may be opted out with a signed permission form.
<b>Quarter-Long</b>	

<b>PHYSICAL EDUCATION</b>	In this course students will: develop advanced strategies for competitive and non-competitive games and activities, understand the difference between competitive sports and life me activities, observe and explain the characteristics of advanced skills in sports and games, demonstrate good sportsmanship and communication skills, and participate in the assessment of physical fitness and create a plan to improve weak areas.
<b>Quarter-Long</b>	

<b>ART WHEEL</b>	This course is designed to fit into a rotation arrangement to allow all students at the grade level an opportunity to participate in an Art class. It is a survey course that attempts to cover a wide variety of concepts, techniques, and media.
<b>Quarter-Long</b>	

<b>ART ANNUAL</b>	This year-long course is designed for the highly motivated student who wishes to participate in an Art class for the entire school year. The course provides the teacher and student an opportunity to explore Art concepts and processes in a more in-depth way.
<b>Year-Long</b>	

<b>GENERAL MUSIC</b>	This course is a required class of grade level instruction that allows the student to experience a variety of musical studies in the local school and community and to begin to evaluate and critique what they have heard. Students will have the opportunity to examine musical characteristics when related to different cultures and historical periods.
<b>Quarter-Long</b>	

<b>CHORUS</b>	This course provides students the opportunity to explore the expanding vocal range with a goal to sing three and four-part music literature. Proper age appropriate vocal production techniques will be demonstrated in order for students to evaluate personal and group performance utilizing a rubric.
<b>Year-Long</b>	

<b>ADVANCED BAND</b>	This course is designed to allow students to continue to expand their knowledge of the elements of music, musical terms, scales, music literature and to continue to learn and to increase their ability to play a musical instrument. The students will be exposed to more advanced band literature in a variety of styles from contemporary to classical. The students will be exposed to clinic tryouts and solo and ensemble performance. (Prerequisite: Completion of 6th and 7th Grade Band and teacher approval)
<b>Year-Long</b>	

<b>PROJECT-BASED LEARNING</b>	In this course, students complete a series of real-world projects modeled after design thinking. Projects are geared toward various audiences and tasks. Speech and presentation skills are also featured in this course.
<b>Quarter-Long</b>	

<b>COMPUTER REPAIR</b>	In this course, students are given tools and skills to fix everyday computer malfunctions. Students are given the opportunity to consult with other students and staff members about useful apps and computer programs as well as troubleshoot common software issues.
<b>Year-Long</b>	

**Intervention**

<b>ELA INTERVENTION</b>	In this course, students who have fallen below the 25 <sup>th</sup> -percentile in reading skills are given practice and reinforcement in the foundational skills so that the grade-level content can be processed effectively. This course, depending on the level of need, can be scheduled during the Focus time or during one Related Art time.
<b>Year-Long</b>	

<b>MATH INTERVENTION</b>	In this course, students who have fallen below the 25 <sup>th</sup> -percentile in math skills are given practice and reinforcement in the foundational skills so that the grade-level content can be processed effectively. This course, depending on the level of need, can be scheduled during the Focus time or during one Related Art time.
<b>Year-Long</b>	

## Enrichment

<b>DRAMA PRODUCTION</b>	This course provides experiences for students to study, create, produce, and perform dramatic productions. Whether students are on stage or behind-the-scenes, they will learn to collaborate to perform at least one dramatic performance during the year. This course is part of the <u>Drama Pathway</u> .
<b>Year-long</b>	

<b>SPORTS SCIENCE</b>	In this course, students will learn the ways the body moves through film and other technologies, develop work-out regimens for different sports, and examine ways to rehabilitate the body when injuries occur. This course is part of the <u>Health Science Pathway</u> .
<b>Semester-Long</b>	

<b>ADVANCED ROBOTICS</b>	In this course, students will use robotics tools (Lego Mindstorm, Spheros, Phantom Drones) to apply basic programming, engineering, and problem-solving skills. This course is part of the <u>STEM/Engineering Pathway</u> .
<b>Semester-Long</b>	

<b>VIDEO BROADCASTING</b>	In this course, students will create online broadcasts through the use of drones and other video technology. Students will capture moments from games, dances, and other events throughout the year. This course is part of the <u>Journalism Pathway</u> .
<b>Semester-Long</b>	

<b>INVESTIGATION &amp; LOGIC</b>	In this course, students will learn basic forms of logic for argumentation and investigation in mock cases. Students will also be expected to use presentation software to present their arguments. This course is part of the <u>Criminology Pathway</u> .
<b>Semester-Long</b>	

<b>YEARBOOK</b>	In this course, students will create the layout, feature writing, and photos for the Holston Yearbook. This course is part of the <u>Creative Publications Pathway</u> .
<b>Year-Long</b>	

<b>AMBASSADORS &amp; EVENTS</b>	Students in this class rotate as Holston’s ambassadors to new students and guests. In addition, students will plan, promote, and execute major schoolwide events throughout the year (Spirit Week, in-school dances, WinterFest, 8 <sup>th</sup> -grade dance, Field Day, etc.). This course is part of the <u>Business Pathway</u> .
<b>Semester-Long</b>	

<b>SHOW CHOIR</b>	This course provides in-school rehearsals for the Kids in America Show Choir, Holston’s premier choral ensemble. Tryouts for this choir are held in the spring of each year. This course is part of the <u>Choral Ensemble Pathway</u> .
<b>Year-Long</b>	

<b>HONORS GEOMETRY</b>	This course is an extension of the Honors Algebra I course taken during the day. This course is part of the <u>Advanced Mathematics Pathway</u> .
<b>Year-Long</b>	









<b>TECH EXPERTS</b>	Students chosen as Tech Experts disassemble, repair, and rebuild common computer issues and promote software use through demonstrations. This course is part of the <u>Information Technology Pathway</u> .
<b>Year-Long</b>	

<b>JAZZ/PEP BAND</b>	Students will perform different forms of Jazz and short pieces at home basketball games and concerts. This course is part of the <u>Instrumental Ensemble Pathway</u> .
<b>Year-Long</b>	

<b>MILITARY/ COMMUNITY SERVICE</b>	In this course, students will learn the different branches of the military and their contribution to the country. In addition, students will develop ways to give back to the school community. This course is part of the <u>Leadership Pathway</u> .
<b>Semester-Long</b>	

# 8<sup>th</sup>-Grade Course Planning

Keep the following guidelines in mind when planning the coursework for your eighth-grade year:

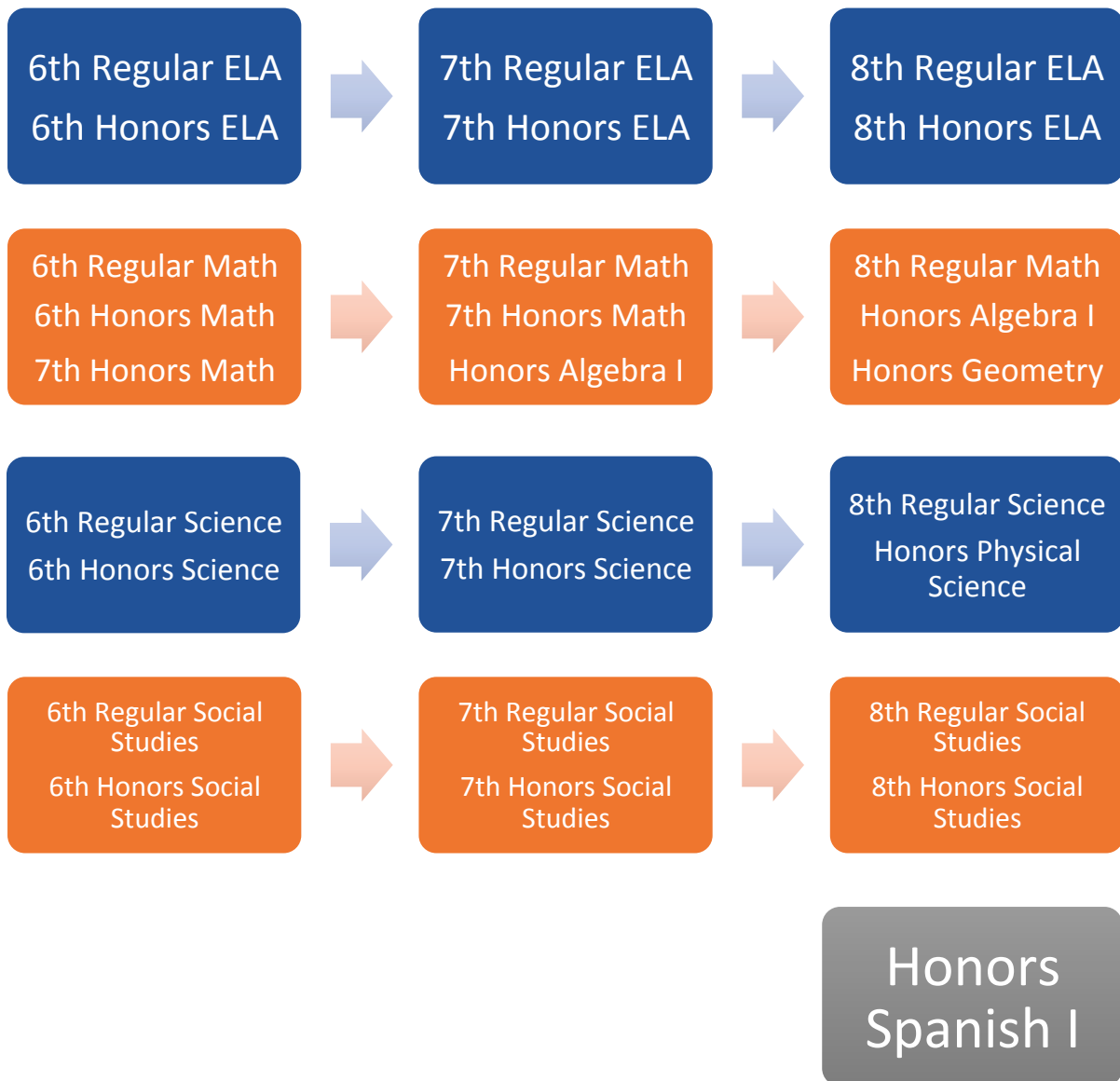
-  You must have all four core courses represented in your schedule (ELA, math, science, and social studies).
-  Honors coursework is determined by multiple criteria: TCAP scores, teacher recommendation, and parent input. The principal is the final authority in deciding honors placement.
  -  Those interested in Honors Geometry must have passed Honors Algebra I as 7<sup>th</sup>-grade students and should be enrolled in the correlating Enrichment course.
  -  Those wishing to take Honors Spanish I must also be enrolled in Honors ELA.
-  After taking the STAR screener in May of your 6<sup>th</sup>-grade year, if you score between the 11<sup>th</sup>-25<sup>th</sup> percentile in ELA or math, you will be placed in ELA or Math Intervention during Focus time.
-  You must have Physical Education and General Music as Related Arts classes at some point in your schedule.
-  You should pick out one year-long Related Art class, but if you would like two sets of quarter classes, please note that. If you score below 11<sup>th</sup> percentile in ELA or math, then you will be placed in a year-long ELA or Math Intervention course during one Related Art time.
-  If you score above the 25<sup>th</sup> percentile in ELA or math, then you may choose one or two Enrichment courses (depending on the course length).

	1 <sup>st</sup>	2 <sup>nd</sup> /3 <sup>rd</sup>	4 <sup>th</sup> /5 <sup>th</sup>	6 <sup>th</sup> /7 <sup>th</sup>	8 <sup>th</sup> /9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Homeroom	Focus	Core Class	Core Class	Core Class & Lunch	Core Class	Related Art Quarters	Related Art Year-Long
8:10-8:27	8:30-9:00	9:05-10:15	10:20-11:30	11:35-1:00	1:05-2:15	2:20-2:52	2:55-3:30
First Choice		Hon / Reg	Hon / Reg	Hon / Reg	Hon / Reg		
Second Choice		Hon / Reg	Hon / Reg	Hon / Reg	Hon / Reg		

# Course Progressions

## Core Courses

Core classes follow a logical progression; however, some courses offered in 7<sup>th</sup> and 8<sup>th</sup>-grades could be taken in lieu of the regular grade-level course. Also, Honors Spanish I is offered only to 8<sup>th</sup>-graders who are also enrolled in Honors ELA and are willing to attend the class every morning from 7:40-8:25.



## Related Arts

Related Arts courses follow two formats—year-long and quarter-long. The year-long courses are arts- or technology-oriented and promote the development of skills that are practiced every day. The quarterly (9-week) courses provide students the exposure to different interests, skills, and topics.

### Year-Long

- 6th, 7th, 8th Band
- 6th, 7th, 8th Chorus
- 6th, 7th, 8th Art
- 6th, 7th, 8th Computer Repair

### Quarter-Long

- 6th, 7th, 8th General Music
- 6th, 7th, 8th Art Wheel
- 6th, 7th, 8th Health and Safety
- 6th, 7th, 8th Physical Education
- 6th, 7th, 8th STEM
- 6th, 7th, 8th Project-Based Learning

## Intervention

Intervention courses are offered to students who lack specific skills in reading comprehension, written expression, math computation, and math concepts. Three times a year, students are assessed with the STAR test to determine eligibility in intervention. Students in Tier II score in the 11<sup>th</sup>-25<sup>th</sup> percentile, students in Tier III score below the 10<sup>th</sup> percentile, and students in Tier IV receive special education support. Once identified, attendance is mandatory; however, students can progress out of intervention when they show improvement.



• Tier II, Tier III, Tier IV

• Tier II, Tier III, Tier IV

## Enrichment

Enrichment courses are offered during Focus time, a 30-minute period at the beginning of the day where students are exposed to curriculum that would be extended into elective focus areas at our feeder high schools. An emphasis is placed on utilizing different software, websites, and technologies that would enhance students' use of their personal computers.

Pathway	6 <sup>th</sup> -Grade	7 <sup>th</sup> -Grade	8 <sup>th</sup> -Grade
Drama	Improv & Theatre Games	Drama Production	Drama Production
Health Science	Health Careers	Medical Detectives	Sports Science
STEM/Engineering	Engineering Design	Computer Coding	Advanced Robotics
Journalism	Action News	Multi-Media	Video Broadcasting
Criminology	Courtroom	Medical Detectives	Investigation & Logic
Creative Publications	Creative Writing	Digital Photography	Yearbook
Business	Innovators & Entrepreneurs	Advertising	Ambassadors & Events
Choral Ensemble	Show Choir	Show Choir	Show Choir
Advanced Mathematics		Algebra I	Geometry
Information Technology	Tech Experts	Tech Experts	Tech Experts
Instrumental Ensemble		Jazz/Pep Band	Jazz/Pep Band
Leadership	Service Project	Military/Community Service	Military/Community Service

### Middle-to-High School Progression

High School Elective Focus	Holston Pathway
Humanities	Creative Publications, Journalism
Fine Arts	Drama, Choral Ensemble, Instrumental Ensemble, Creative Publications
Community Services ROTC	Leadership
Arts, Audio-Visual, & Communication	Creative Publications
Business Management & Administration Hospitality & Tourism	Business
Advanced Placement Math & Science	Advanced Mathematics
Health Science Physical Fitness	Health Science
Law, Public Safety, Security, & Corrections	Criminology
Information Technology	Information Technology
STEM Math & Science	Information Technology, STEM/Engineering, Advanced Mathematics



## Student Life

An important part of secondary school life is becoming involved in our school community. Whether students wish to engage in Holston-sponsored athletic activities, community/recreational athletic activities, or school clubs; there is a place for everyone at Holston Middle School.

### Sports

**Girls'/Boys' Basketball** – The Holston season is approximately four months with tryouts occurring in October after Fall Break. This is a Holston-sponsored athletic activity.

**Cheerleading** – The Holston season is aligned with basketball, though there are events and practices earlier and later than the regular basketball season. Tryouts occur in early or mid-May. This is a Holston-sponsored athletic activity.

**Girls'/Boys' Track & Field** – The Holston season is approximately three months with tryouts occurring in mid-February. This is a Holston-sponsored athletic activity.

**Girls'/Boys' Cross-Country** – This season is approximately two-three months with tryouts occurring in August. This is not a Holston-sponsored athletic activity; rather, it is a club sport that is sponsored by a staff member.

**Girls' Volleyball** – This season is approximately two-three months with tryouts occurring in August. This is not a Holston-sponsored athletic activity; rather, it is a club sport that is sponsored by a staff member.

**Soccer, Baseball, Softball, Football, Basketball, Lacrosse, Track & Field, and Cross-Country** – Based on the sport, the season could range from two-four months per sport. Though our students represent Holston proudly on these teams, these sports are not Holston-sponsored athletic activities, nor are they are represented by a staff member. If you are interested in participating in these community/recreational sports, click on the links below for more information.

[https://www.knoxcounty.org/parks/team\\_sports\\_nav.php](https://www.knoxcounty.org/parks/team_sports_nav.php)  
<http://www.knoxyouthsports.com>

## Clubs

**Kids in America Show Choir** – This is an organization for students wishing to engage in extracurricular opportunities in choir. After-school and Saturday practices result in quality performances at school concerts, community events, Disney World, and a spring musical. Tryouts are held in May each year.

**Student Council** – This is a club that focuses on leadership and service through discussing schoolwide issues and conducting service projects during the year.

**Beta Club** – This club is a service-oriented club in which students learn leadership and problem-solving skills through community and school service projects. A recommendation and selection process is held in the fall semester of each year.

**Project U** – This club is a service-oriented club aimed to build students' awareness of their treatment of one another. Schoolwide focus areas such as anti-bullying, Random Acts of Kindness Week, and campus-wide positive messaging comprise some of the projects students may engage in.

**Optimist Club** – This club is a service-oriented club focusing on developing oneself to positively impact the community. Guest speakers and teambuilding games characterize just a few of the club's activities.

**STEM Scouts** – This is an organization led by staff and community members in which students experiment with different STEM-related challenges. Recruitment begins in the fall, and a fee is required with participation.

**Pep Club** – This club cheers for HMS students during the basketball season. A fee of \$20 includes a T-shirt and admission to every home game.

**YOKE** – This club meets every Tuesday evening at 7:00, and its chief purpose is to develop a connection with others through teambuilding and faith. Yoke Folk lead this club, and though it is faith-oriented, any student from any denomination of faith is free to attend.

**Teens for Christ** – This group of students meets with community church partners every Wednesday morning at 7:45 in the library. Any student is free to attend.

## Planning Your Year

**Classes**

	Standard?	Honors?
ELA	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>
Spanish I (8th-Grade only)		<input type="checkbox"/>

	1st Choice	2nd Choice	3rd Choice
Related Arts			
Enrichment			

**Clubs & Sports**

	Interests
Clubs	
Sports	

**Questions for My Counselor**



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