

HOLSTON MIDDLE SCHOOL



Course Catalog

2022-2023

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 30 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 Jazz Band and Technology Student of America, 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 also have 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 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 Chromebook 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 6th, 7th, and 8th-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 opened (drawing former Holston students to it), leaving around 550 students at Holston. Historically, Holston boasts strong STEM and arts programs, athletic teams, and academic growth. For over 30 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

Introduction	Page
Welcome Letter to Families & Students.....	2
Holston Middle School Mission & Vision.....	3
History of Holston Middle School.....	4

Academic Support	Page
School Personnel.....	6
Registration.....	7
Grading, Testing, & Records.....	8-9
Daily Schedules.....	10
Parent Portal.....	11-12

Course Descriptions	Page
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

Support Documents	Page
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, Restorative Interventionist, secretaries, custodians, bookkeeper, and teachers' assistants provide the necessary administrative and instructional support to assist students and teachers with student achievement.

Registration

6th-Grade Enrollment

Each spring, counselors travel to our feeder elementary schools to discuss middle school courses and programs. Students and parents are provided with instructions on how to make elective course selections via Aspen for the next school year. Teachers make recommendations for academic levels based on classroom performance, grades, and standardized testing (also via Aspen). In addition, Holston hosts a 5th-grade parent night and visits to the middle school in March. Finally, counselors are available during the summer for tours and questions.

7th/8th-Grade Enrollment

In the spring, students make elective course selections via Aspen, and the staff make recommendations for academic levels, also through Aspen. If a student wishes to move to a higher level than is recommended (honors), 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 15% of the student's grade. (This is subject to change during the next three-year period.)
 -  Subjects: Algebra I
-  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 6th-, 7th-, and 8th-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.
-  PreACT 8/9: This practice ACT is calibrated for the 8th/9th-grade curricula and predicts scores, areas of strength and challenge, and career interests. Eighth-grade students take this exam in December.
-  WIDA ACCESS: This four-part exam is given to English Language Learners (ELL) each year in February 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.

6th-Grade

	1 st	2 nd	3 rd	4 th /5 th	6 th /7 th	8 th /9 th	10 th /11 th
Homeroom	Focus	Related Art	Related Art	Core Class	Core Class & Lunch	Core Class	Core Class
8:10-8:27	8:30-8:55	9:00-9:32	9:35-10:08	10:12-11:20	11:25-1:05	1:10-2:18	2:22-3:30

7th-Grade

	1 st	2 nd /3 rd	4 th	5 th	6 th /7 th	8 th /9 th	10 th /11 th
Homeroom	Focus	Core Class	Related Art	Related Art	Core Class & Lunch	Core Class	Core Class
8:10-8:27	8:30-8:55	9:00-10:08	10:12-10:45	10:48-11:20	11:25-1:05	1:10-2:18	2:22-3:30

8th-Grade

	1 st	2 nd /3 rd	4 th /5 th	6 th /7 th	8 th /9 th	10 th	11 th
Homeroom	Focus	Core Class	Core Class	Core Class & Lunch	Core Class	Related Art	Related Art
8:10-8:27	8:30-8:55	9:00-10:08	10:12-11:20	11:25-1:05	1:10-2:18	2:22-2:55	2:58-3:30

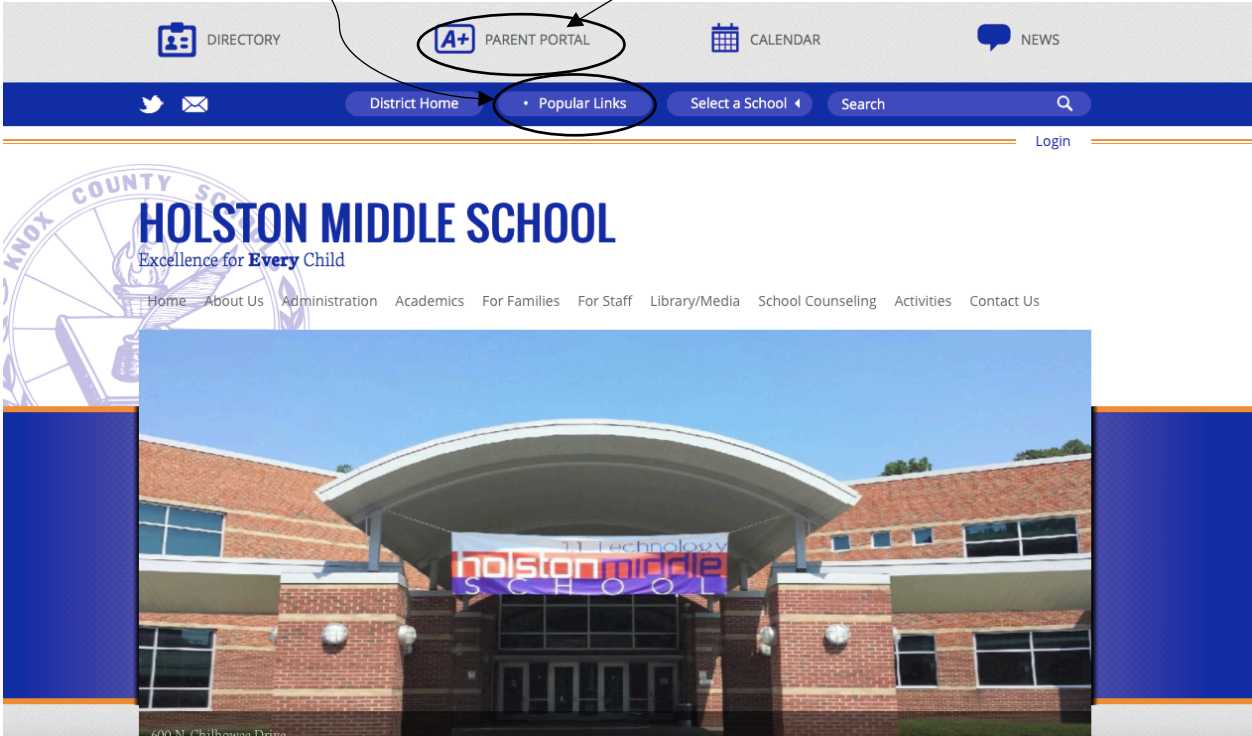
Parent Portal

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 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.

Aspen About Aspen

Knox County Schools

Login ID

Password

[I forgot my password](#)

Log On

Copyright © 2003-2014 Follett School Solutions. All rights reserved. Follett Corporation | Follett Software Company | Aspen | Terms of Use

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

Knox County School District 2014-2015 WISE, SHARON


Set Preferences Log Off

Family View

Pages Family Academics Calendar

Welcome!

Home Page Directory

 Knox County Schools Family Portal

- If you notice incorrect contact information in Parent Portal (phone numbers, addresses, etc.), please contact your child's school to initiate changes.
- 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" 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.

To Do

Overdue Online Assignments Today Tomorrow [Week View](#)

Overdue Online Assignments


Course	Assignment	Category	Due
No assignments scheduled.			

Today: Thursday, March 5

Course	Assignment	Category	Completed
No assignments scheduled.			

Links to other useful sites

Click an image to visit the site.

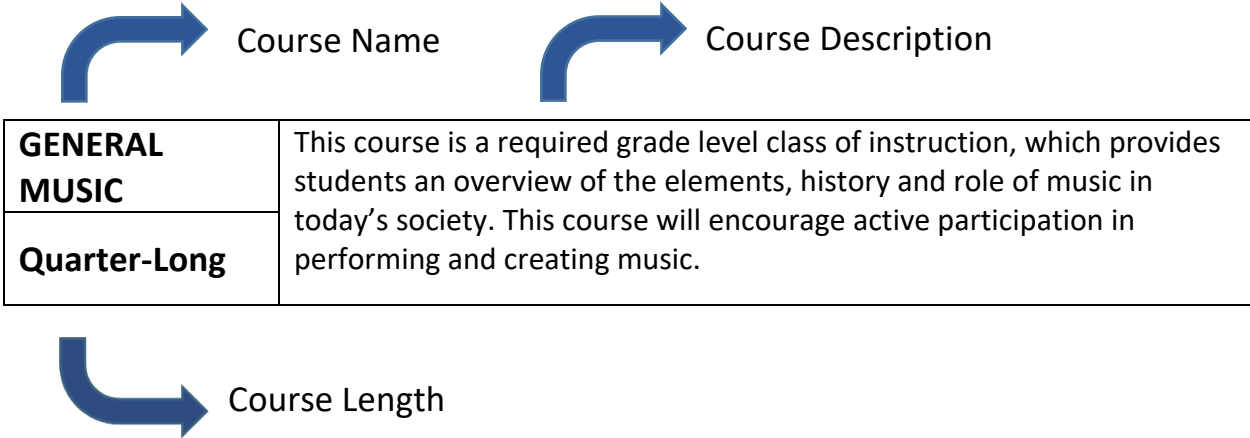
 canvas

Calendar

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.)

6th-Grade Courses

Core Courses

ELA	<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>
Year-Long	

MATH	<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>
Year-Long	

SCIENCE	<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>
Year-Long	

SOCIAL STUDIES	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.
Year-Long	

Special Education

ELA	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.
Year-Long	

MATH	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.
Year-Long	

CDC-A	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.
Year-Long	

English as Second Language

ESL 1, 2, 3, or 4	This course is especially designed for speakers of other languages, where English proficiency level reflects the state adopted ESL standards as
--------------------------	---

Year-Long	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.
------------------	--

Related Arts

STEM EXPLORERS	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.
Quarter-Long	

PE AND WELLNESS	This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.
Quarter-Long	

ART WHEEL	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.
Quarter-Long	

ART ANNUAL	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.
Year-Long	

GENERAL MUSIC	This course is a required grade level class of instruction, which provides students an overview of the elements, history and role of music in
----------------------	---

Quarter-Long	today's society. This course will encourage active participation in performing and creating music.
---------------------	--

CHORUS	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.
Year-Long	

BEGINNING BAND	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.)
Year-Long	

RESEARCH & COMPUTER LITERACY	This course is designed to improve student use and understanding of information-age technology. Mastering the standards will enable students to learn about and effectively access and use technology tools. Students will use a variety of computer applications and tools. In addition, students will use several tools to access research databases and learn reliable sources of information.
Quarter-Long	

Intervention

ELA INTERVENTION	In this course, students who have fallen below the 25 th -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.
Year-Long	

MATH INTERVENTION	In this course, students who have fallen below the 25 th -percentile in math skills are given practice and reinforcement in the foundational skills
--------------------------	--

Year-Long	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.
------------------	---

Enrichment

ENGINEERING DESIGN	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 Cluster</u> .
Semester-Long	

INNOVATORS & ENTREPRENEURS	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 Cluster</u> .
Semester-Long	







SHOW CHOIR	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>Fine Arts Cluster</u> .
Year-Long	

KEYBOARDING	Students will develop skills in operating a keyboard by touch with emphasis on entering the alphabet, numbers, and symbols with proper technique. This course is part of the <u>Tech & Media Cluster</u> .
Semester-Long	

SOCIAL SKILLS, PT. 1	In this course, students will learn about table manners, appropriate body language, etiquette in various social and school situations, and organization techniques. This course is part of the <u>Social Health Cluster</u> .
Semester-Long	

6th-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 AIMSweb screener in May of your 5th-grade year, if you score between the 11th-25th 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 11th 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 25th percentile in ELA or math, then you may choose one or two Enrichment courses (depending on the course length).

	1 st	2 nd	3 rd	4 th /5 th	6 th /7 th	8 th /9 th	10 th /11 th
Home-room	Focus	Related Art Quarters	Related Art Year-Long	Core Class	Core Class & Lunch	Core Class	Core Class
8:10-8:27	8:30-8:55	9:00-9:32	9:35-10:08	10:12-11:20	11:25-1:05	1:10-2:18	2:22-3:30
First Choice				Hon / Reg	Hon / Reg	Hon / Reg	Hon / Reg
Second Choice				Hon / Reg	Hon / Reg	Hon / Reg	Hon / Reg

7th-Grade Courses

Core Courses

ELA	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.
Year-Long	

MATH	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. 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. Upon successful completion of this course, students will be prepared for Honors Algebra I in the 8th grade.
Year-Long	

SCIENCE	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.
Year-Long	

SOCIAL STUDIES	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
-----------------------	--

Year-Long	civilization in Europe during the Renaissance and Reformation. Seventh grade students will end the year by examining the Meso-American and Andean civilizations, and the age of European explorations. <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 th -grade social studies course.
------------------	--

Special Education

ELA	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.
Year-Long	

MATH	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.
Year-Long	

CDC-A	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.
Year-Long	

English as Second Language

ESL 1, 2, 3, or 4	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.
Year-Long	

Related Arts

STEM INNOVATORS	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?” 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.
Quarter-Long	
PE AND WELLNESS	This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.
Quarter-Long	
ART WHEEL	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.
Quarter-Long	
ART ANNUAL	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.
Year-Long	
GENERAL MUSIC	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.
Quarter-Long	
BEGINNING GUITAR	This course introduces students to the fundamental skills necessary to play the guitar. No background knowledge is required, and all students are eligible to participate. With teacher guidance, students use a classroom set of acoustic guitars to learn well-known melodies and chords. Students maintain a digital portfolio, and the course culminates with a recital showcasing students and their playing abilities.
Quarter-Long	

CHORUS	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.
Year-Long	

INTERMEDIATE BAND	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)
Year-Long	

RESEARCH & COMPUTER LITERACY	This course is designed to improve student use and understanding of information-age technology. Mastering the standards will enable students to learn about and effectively access and use technology tools. Students will use a variety of computer applications and tools. In addition, students will use several tools to access research databases and learn reliable sources of information.
Quarter-Long	

Intervention

ELA INTERVENTION	In this course, students who have fallen below the 25 th -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.
Year-Long	

MATH INTERVENTION	In this course, students who have fallen below the 25 th -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.
Year-Long	

Enrichment

LABS & EXPERIMENTS	In this course, students will use various digital and tangible lab equipment to conduct various experiments. Students are also encouraged to design experiments. This course is part of the <u>STEM Cluster</u> .
Semester-Long	

MONEY MATTERS	In this course, students will learn about the fundamentals of money management, including savings/checking accounts, bills, interest rates, credit cards, and spending habits. This course is part of the <u>Business Cluster</u> .
Semester-Long	

SHOW CHOIR	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>Fine Arts Cluster</u> .
Year-Long	

JAZZ BAND	Students will perform different forms of Jazz and short pieces at home basketball games and concerts. This course is part of the <u>Fine Arts Cluster</u> .
Year-Long	







ART HONOR SOCIETY	Art Honor Society is a yearlong enrichment course for rising 7 th grade Advanced Art students. Students will complete art-based service projects, use the time as an extension of their enrolled Adv. Art class, and create works for local/regional art shows. Students are also given the chance to explore and discuss artists and movements in a studio-based setting, as well as get feedback on their own independent art endeavors. Students must complete an application and submit a small portfolio of work to be considered. This course is part of the <u>Fine Arts Cluster</u> .
Year-Long	

CREATIVE WRITING	In this course, students will create poems, stories, nonfiction, and other genres. This course is part of the <u>Tech & Media Cluster</u> .
Semester-Long	

SOCIAL SKILLS, PT. 2	This course is a continuation of the first course, and students will encounter scenarios and situations where they practice handling conflict. Students also learn tenets of leadership and service. This course is part of the <u>Social Health Cluster</u> .
Semester-Long	

7th-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.
-  After taking the AIMSweb screener in May of your 6th-grade year, if you score between the 11th-25th 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 11th 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 25th percentile in ELA or math, then you may choose one or two Enrichment courses (depending on the course length).

	1 st	2 nd /3 rd	4 th	5 th	6 th /7 th	8 th /9 th	10 th /11 th
Homeroom	Focus	Core Class	Related Art Quarters	Related Art Year-Long	Core Class & Lunch	Core Class	Core Class
8:10-8:27	8:30-8:55	9:00-10:08	10:12-10:45	10:48-11:20	11:25-1:05	1:10-2:18	2:22-3:30
First Choice		Hon / Reg			Hon / Reg	Hon / Reg	Hon / Reg
Second Choice		Hon / Reg			Hon / Reg	Hon / Reg	Hon / Reg

8th-Grade Courses

Core Courses

ELA	<p>In grade eight, students will read major works of fiction and nonfiction from all over the world and from different me 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>
Year-Long	

PRE-ALGEBRA	<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>
Year-Long	

HONORS ALGEBRA I	<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>
Year-Long	

SCIENCE	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.
Year-Long	

HONORS PHYSICAL SCIENCE	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; 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.
Year-Long	

SOCIAL STUDIES	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, 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 th -grade social studies course.
Year-Long	

HONORS SPANISH I	<p>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 8th-Grade ELA) <i>Special Note: This course occurs from 7:40-8:25 every morning and is <u>in addition</u> to the rest of the student's schedule.</i></p>
Year-Long	

Special Education

ELA	<p>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.</p>
Year-Long	

MATH	<p>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.</p>
Year-Long	

CDC-A	<p>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.</p>
Year-Long	

English as Second Language

ESL 1, 2, 3, or 4	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.
Year-Long	

Related Arts

STEM DESIGNERS	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
Quarter-Long	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.

PE AND WELLNESS	This course is designed to fit into a rotation arrangement to allow all students at this level an opportunity to participate in a physical education class. Within this course are a variety of activities related to health and fitness, team activities, and individual activities. This course is based on the TN state standards for physical education.
Quarter-Long	

ART WHEEL	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.
Quarter-Long	

ART ANNUAL	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.
Year-Long	

GENERAL MUSIC	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.
Quarter-Long	

BEGINNING GUITAR	This course introduces students to the fundamental skills necessary to play the guitar. No background knowledge is required, and all students are eligible to participate. With teacher guidance, students use a classroom set of acoustic guitars to learn well-known melodies and chords. Students learn the elements of reading guitar notation (tablature) and chord charts. The course also highlights famous guitarists and their contributions to various music genres. Students maintain a digital portfolio of playing samples from class to reflect on and refine their playing. The course culminates with a recital showcasing students and their playing abilities.
Quarter-Long	

ADVANCED GUITAR	This course allows students to continue their study of playing guitar. (Prerequisite: Beginning Guitar). Students use their knowledge of guitar notation (tablature) and chord charts to perform new songs. Students experiment with scales, improvisation, and composing short melodies as a part of this course. Using their already existing digital portfolio of playing samples from the prerequisite course, students build depth to their portfolio samples and continue to reflect on their playing. The course culminates with a recital showcasing students and their work.
Quarter-Long	

CHORUS	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.
Year-Long	

ADVANCED BAND	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
----------------------	--

Year-Long	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)
------------------	--

RESEARCH & COMPUTER LITERACY	This course is designed to improve student use and understanding of information-age technology. Mastering the standards will enable students to learn about and effectively access and use technology tools. Students will use a variety of computer applications and tools. In addition, students will use several tools to access research databases and learn reliable sources of information.
Quarter-Long	

Intervention

ELA INTERVENTION	In this course, students who have fallen below the 25 th -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.
Year-Long	

MATH INTERVENTION	In this course, students who have fallen below the 25 th -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.
Year-Long	

Enrichment

JAZZ BAND	Students will perform different forms of Jazz and short pieces at home basketball games and concerts. This course is part of the <u>Fine Arts Cluster</u> .
Year-Long	

YEARBOOK	In this course, students will create the layout, feature writing, and photos for the Holston Yearbook. This course is part of the <u>Tech & Media Cluster</u> .
Year-Long	









CAREER EXPLORATION	This is an introductory course designed to assist students in (a) discovering their personal strengths and abilities, (b) understanding opportunities available to them in different career areas, and (c) practicing skills necessary to excel in the workforce and in postsecondary learning. Upon completion of this course, proficient students will know and exhibit soft skills (e.g., teamwork, creative thinking, and problem solving), as well as more technical skills (e.g., resume building and written communications) related to career exploration and experience. Students will also learn about and be exposed to existing CTE pathways and elective focus options within a high school setting and will learn how to successfully transition into a district recognized career academy or program of study. This course is part of the following clusters: <u>Social Health, Business, STEM, and Tech & Media</u> . Special Note: Students who complete the full year of this course will earn one (1) high school credit.
Year-long	

SHOW CHOIR	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>Fine Arts Cluster</u> .
Year-Long	

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

8th-Grade Course Planning

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

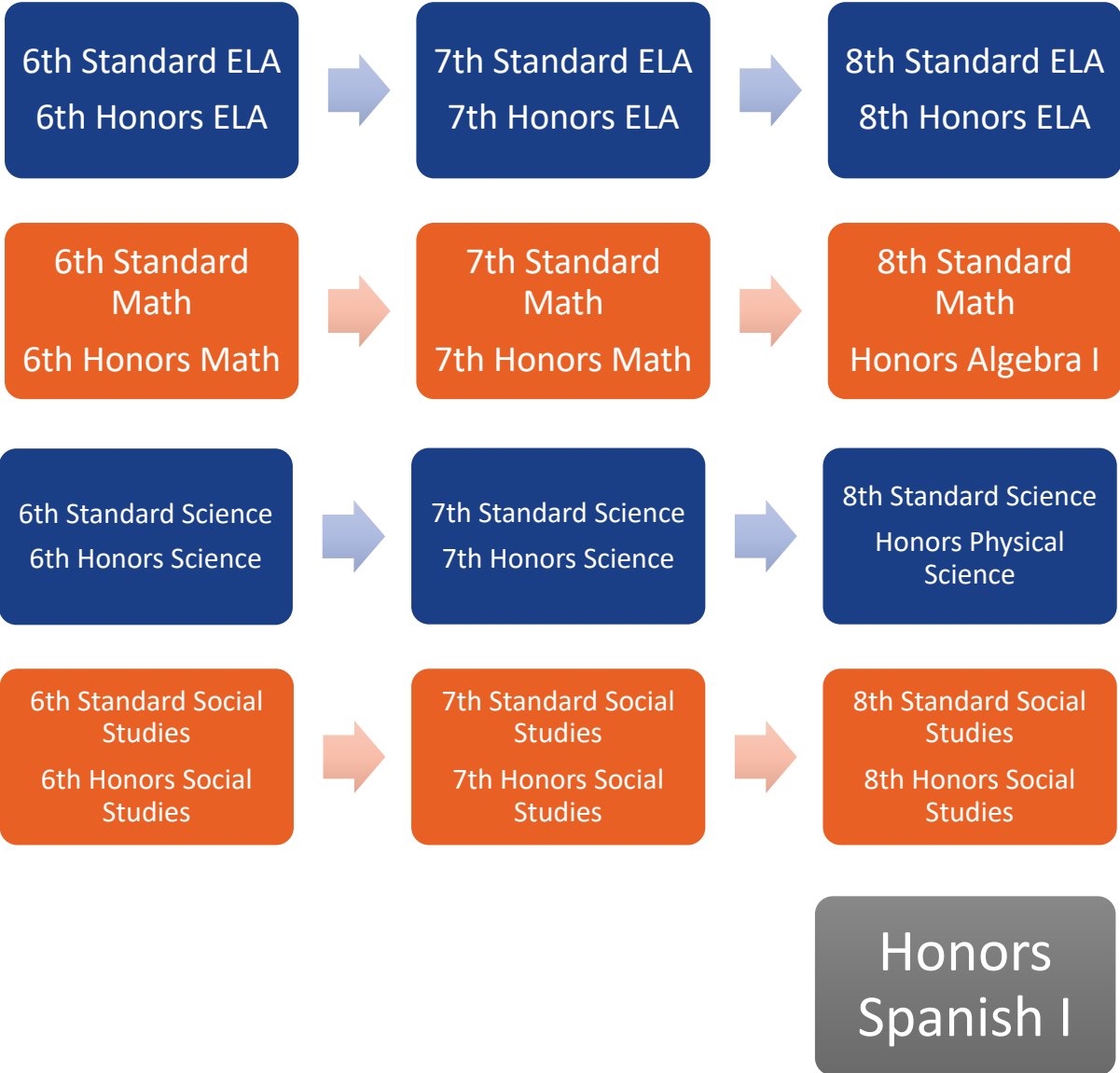
-  You must have all four core courses represented in your schedule (ELA, math, science, and social studies).
-  Honors coursework is determined by multiple criteria: TCAP scores, teacher recommendation, and parent input. The principal is the final authority in deciding honors placement.
 -  Those interested in Honors Physical Science are strongly encouraged to be enrolled in Honors Algebra I, too.
 -  Those wishing to take Honors Spanish I must also be enrolled in Honors ELA.
-  After taking the AIMSweb screener in May of your 7th-grade year, if you score between the 11th-25th 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 11th 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 25th percentile in ELA or math, then you may choose one or two Enrichment courses (depending on the course length).

	1 st	2 nd /3 rd	4 th /5 th	6 th /7 th	8 th /9 th	10 th	11 th
Homeroom	Focus	Core Class	Core Class	Core Class & Lunch	Core Class	Related Art Quarters	Related Art Year-Long
8:10-8:27	8:30-8:55	9:00-10:08	10:12-11:20	11:25-1:05	1:10-2:18	2:22-2:55	2:58-3:30
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 7th and 8th-grade could be taken in lieu of the regular grade-level course. Also, Honors Spanish I is offered only to 8th-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 physical-, technology-, or arts-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

Quarter-Long

- 6th, 7th, 8th General Music
- 7th, 8th Beginning/Advanced Guitar
- 6th, 7th, 8th Art Wheel
- 6th, 7th, 8th PE & Wellness
- 6th, 7th, 8th STEM
- 6th, 7th, 8th Research & Computer Literacy

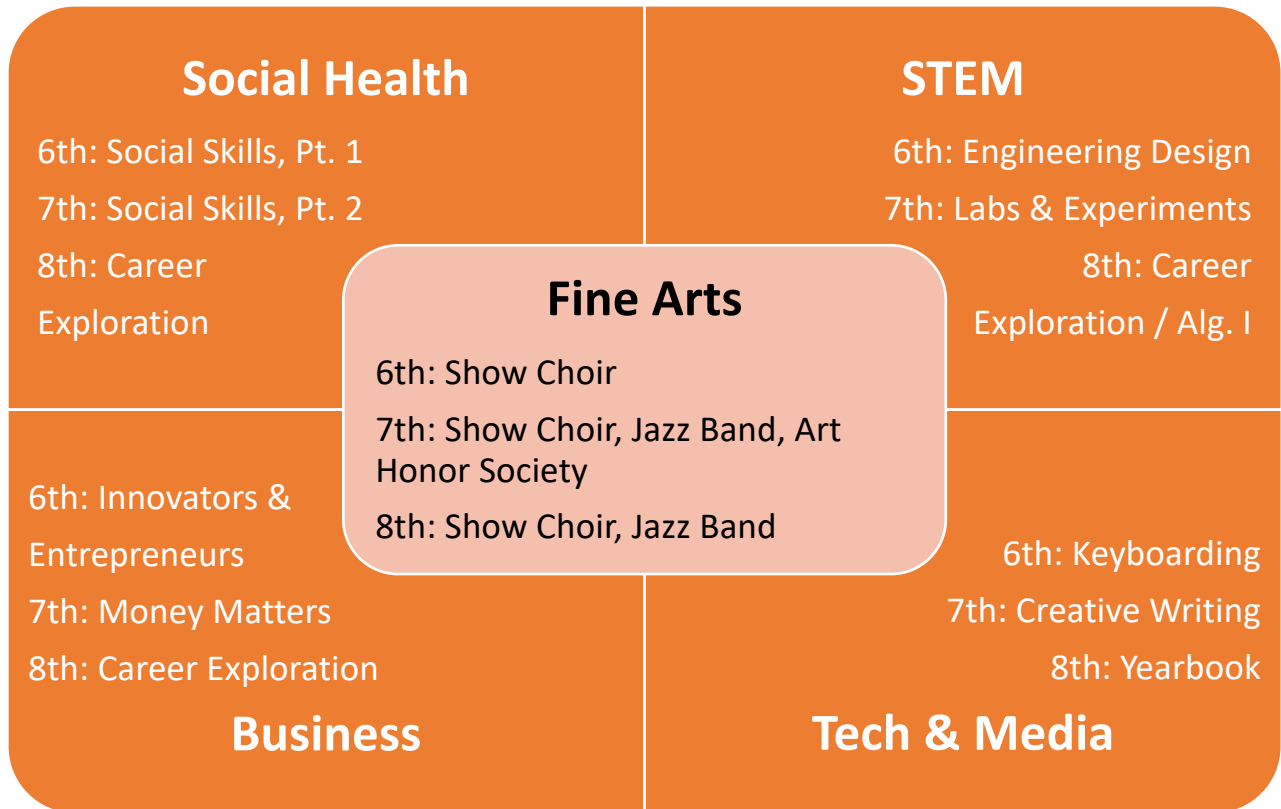
Intervention

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 11th-25th percentile, students in Tier III score below the 10th 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.

ELA	• Tier II, Tier III, SPED
Math	• Tier II, Tier III, SPED

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 may be reflected in future high school electives. Courses in the Fine Arts Cluster as well as Career Exploration will be full-year courses; all other courses will be semester-long.



Hurricane Homework Help

A new feature within the Focus period will be scheduled times for homework help and tutoring. At least one teacher per content area will be available for students to receive help or to catch up on classwork. Though students will still be scheduled for an Enrichment or Intervention class, this service will be available on an as-needed basis. Students can either request time in the Hurricane Homework Help rooms, or they can be assigned to times by their teachers.

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, Swim, 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 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

<http://www.knoxyouthsports.com>

<https://www.emerald youth.org/sports>

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.

Technology Student Association (TSA) – This is an organization where students learn through challenging competitions, leadership activities, and community service projects. Students will have the opportunity to participate in regional, state, and national competitions.

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







