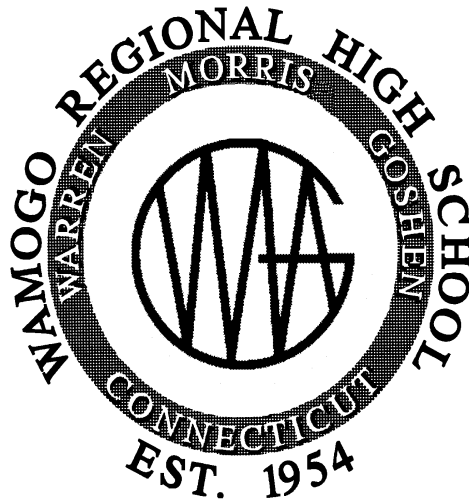


WAMOGO REGIONAL MIDDLE SCHOOL

Program of Studies
Grades 7 & 8



"All students will be successful learners."

2012 - 2013

INTRODUCTION

THE PURPOSE OF THE MIDDLE SCHOOL CURRICULUM AT WAMOGO IS TO EXPOSE SEVENTH AND EIGHTH GRADE STUDENTS TO A BROAD RANGE OF EDUCATIONAL EXPERIENCES THAT WILL HELP THEM TO DEVELOP A LOVE OF LEARNING AND AN APPRECIATION FOR ALL KINDS OF KNOWLEDGE.

THE PROGRAM EMPHASIZES LEARNING HOW TO LEARN AND MASTERING LEARNING SKILLS THROUGH A VARIETY OF EXPERIENCES AND ACTIVITIES.

WAMOGO MIDDLE SCHOOL PHILOSOPHY

Wamogo Middle School is a unique educational environment within Wamogo Regional High School. It is a student-centered learning environment which provides seventh and eighth graders with a sound academic background and the opportunity to explore interests, skills, and activities. It also promotes an atmosphere conducive to developing a sense of self-worth and responsibility.

Major goals of the middle school are to provide a gradual transition from elementary school to high school and to teach students how to learn, think for themselves, study effectively, ask questions, and seek answers independently.

It is the purpose of Wamogo Middle School to educate individuals to be responsible citizens so that they can be constructive contributors to society.

WAMOGO MISSION

THE MISSION OF WAMOGO IS TO EDUCATE ALL STUDENTS IN A CHALLENGING, DISCIPLINED, AND SUPPORTIVE ENVIRONMENT. IN COOPERATION WITH STUDENTS, PARENTS, AND COMMUNITY MEMBERS WE SEEK TO EMPOWER STUDENTS TO BE LIFE LONG, INDEPENDENT LEARNERS AND CONTRIBUTORS IN A DIVERSE AND EVER CHANGING SOCIETY.

STATUTE REGARDING SEX EQUITY
TITLE IX

Regional School District No. 6, as a matter of policy, does not knowingly condone discrimination on the basis of sex in employment or assignment in the programs or services it provides or operates.

Regional School District No. 6 designates the Interim Superintendent of Schools, Mr. Edward Drapp, as the employee who will coordinate compliance with Title IX, including receipt and investigation of any complaint alleging non-compliance. Mr. Drapp's office is adjacent to Wamogo High School at 98 Wamogo Road in Litchfield. His telephone number is 860-567-7400.

- a. In the event a student or an employee believes that there has been discrimination on the basis of his/her disability, he or she shall mail or deliver to the superintendent of schools a written statement setting out the alleged violations in specific terms, describing the incident or activity involved, the individuals involved and the dates, times, and locations involved.
- b. If the individual who files the written statement so requests, the superintendent of schools shall provide that person with an opportunity to discuss the matter personally.
- c. The superintendent shall investigate the complaint and render a decision in writing within thirty (30) days.
- d. If the complainant is not satisfied with the decision of the superintendent of schools, the complainant may appeal to the board of education within ten (10) days of receipt of the decision of the superintendent.
- e. Such an appeal shall be filed in writing with the superintendent of schools in his capacity as the executive agent of the board of education.
- f. The board of education shall cause the complainant to be investigated and, if it deems necessary, conduct a hearing to gather additional information.
- g. The board of education shall render a decision on any such appeal, in writing, within twenty (20) days of its being filed, or if a hearing should be held, within twenty (20) days of the conclusion of such hearing.

STATUTE REGARDING RIGHTS OF THE HANDICAPPED
TITLE VI, SECTION 504

It shall be the policy of Regional School District No. 6 not to permit unlawful discrimination on the basis of race, sex, color, religion, age, marital status, parental status, disability, or national origin in establishing and implementing hiring and employment practices and providing educational programs and activities.

Interim Superintendent of Schools, Mr. Edward Drapp, has been designated by the Board of Education as the employee responsible for coordinating compliance with Title VI and Section 504. Mr. Drapp's office is adjacent to Wamogo High School at 98 Wamogo Road in Litchfield. His telephone number is 860- 567-7400.

Grievance Procedure:

- a. Complaints alleging unlawful discrimination of the above shall be filed in writing with the Superintendent of Schools who shall himself, or though a designee, investigate the complaint and render a decision in writing within thirty (30) days.
- b. If the complainant is not satisfied with the decision of the Superintendent of Schools, the complainant may appeal to the Board of Education within ten (10) days of receipt of the decision of the Superintendent.
- c. Such an appeal shall be filed in writing with the Superintendent of Schools in his capacity as the Executive Agent of the Board of Education.
- d. The Board of Education shall cause the complaint to be investigated and, if it deems necessary, hold a hearing to gather additional information.
- e. The Board of Education shall render a decision on any such appeal, in writing, within twenty (20) days of its being filed, or if a hearing should be held, within twenty (20) days of the conclusion of such hearing.

WAMOGO MIDDLE SCHOOL PROGRAM OF STUDIES - SUMMARY

Grade 7

REQUIRED COURSES:

English 7

Mathematics 7

Geography 7

Science 7

Rotation 7* (*Latin/French/Spanish/AG- Science*)

Physical Ed/Computer Apps.1

ELECTIVE COURSES:

Art- A Visual Journey

Middle School Design & Drawing.

Band

Chorus

Foods of the World

Technology Education- Gr. 7

Grade 8

REQUIRED COURSES:

English 8

Mathematics 8/ Algebra I

Science 8

United States History

Physical Ed/Computer Apps. 2

ELECTIVE COURSES:

Art – A Visual Journey

Middle School Design & Drawing

Band

Chorus

Foods of the World

Technology Education-Gr. 8

World Language

*(Students are encouraged to select one elective in which to participate.
Study hall will be assigned if no elective is selected.)*

**Rotate every 8 weeks – Grade 7*

No Credit is awarded for High School language course.

PLACEMENT

PLACEMENT IN GRADE 7 MATH - ACCELERATED

Placement recommendations for students in Grade 7 Accelerated Math are made by sixth grade teachers to the Mathematics Department at Wamogo High School. The criteria considered when selecting students for this course are:

- outstanding performance on Connecticut Mastery Test- Level 4
- grade 6 teacher recommendation
- outstanding performance in grade 6 mathematics
- demonstration of appropriate behavior, motivation, and a desire to learn mathematics

PLACEMENT IN GRADE 8 ENGLISH - HONORS

The placement recommendations for English 8 - Accelerated are made by the seventh grade Language Arts teachers. Placement criteria when selecting students for this course are:

- an A- average in seventh grade English
- demonstration of excellent organization skills
- demonstration of a good sense of language
- a willingness to work above the average student's output
- appropriate behavior
- recommendation of Team 7
- completion of summer reading and writing due as assigned....July, August

PLACEMENT IN GRADE 8 WORLD LANGUAGE

The World Language teachers evaluate a student's potential for success in a particular level of language study by careful consideration of the student's work ethic, maturity, and capability in the language. For students considering entering language study in eighth grade, the teachers discuss the student's performance in the areas mentioned and arrive at a consensus concerning the potential for success. For a student already engaged in language study, the teacher evaluates the student's performance in terms of the criteria that pertain to the individual class. A student must have at least a C average to continue with language study on the next level. A C average does not, in fact, guarantee success on the next level- serious effort on the student's part will be required to succeed.

PLACEMENT CRITERIA FOR ALGEBRA I - GRADE 8

Placement recommendations for Mathematics 8 - Accelerated are made by the seventh grade math teacher using the following criteria:

- teacher recommendation
- successful completion of Accelerated Math 7 (Course #12002)
- or outstanding performance in Math 7 (Course #12001)
- demonstration of appropriate behavior, motivation, and a desire to learn mathematics

PLACEMENT CRITERIA FOR ALGEBRA I – HONORS- Grade 8

- recommendation of the teacher
- successful completion of Mathematics 7 Accelerated

Parents who wish to discuss placement recommendations should contact the subject teacher who made the recommendation. After speaking to subject area teachers, parents who are not in agreement to the placement recommendation may contact the department chairperson. To continue the appeal process further, the parents should contact the principal.

COURSE CHANGES

If a parent wishes to have a student placed in a level that is different from the staff's recommendation, the parent should arrange to discuss that placement recommendation with the teacher who made the recommendation. If the parent still wishes to change the course level, the *Course Change Request Form* must be completed.

To enable the school to provide appropriate staff and resources, an annual deadline of June 10 is established for all course changes. A student schedule change after June 10 will only be considered if one or more of the following conditions are met.

1. where a clerical error has been made;
2. when classes are canceled due to low enrollment or budgetary and staffing restrictions;
3. when a course prerequisite or minimum grade average was not earned to advance to the next level;
4. when remedial or enrichment work has been done during the summer to warrant a change in course level;
5. when a course level change is initiated by a teacher after the school year has started.

The *Course Change Request Form* must be used

COURSE WITHDRAWAL

After the school year begins, no student may withdraw from a scheduled course without the appropriate form signed by the classroom teacher, the department chairperson, the student's parents, and the school counselor. These forms are available from the counselor.

If the student withdraws from a course within 25 days of the beginning of the course, the course will not appear on his/her transcript. Students who withdraw from a course after the 25-day limit with permission from the department chairperson will receive a WP (Withdrawal-Pass) or a WF (Withdrawal-Failure) on his/her transcript, depending on the student's average at the time of the withdrawal.

A student involved in the process of dropping or adding a course may not stop attending class and/or start going to another class until the Course Change Request Form is signed by all parties and the counselor informs the student that the process is complete.

EXAMS

Assessing what a student has learned at the end of the 7th and 8th grades can be accomplished several ways. During mid-term and final exam weeks, students will be given an exam in each of their core classes. It is important that students PREPARE for these exams. Teachers will provide an exam format prior to the exam. Review the format with your child to help him/her prepare for the exam. He/she will continue taking midterms and finals throughout his/her high school years. Whether the exam is a project, presentation, essay or objective exam, it is essential that students put forth 100% of their effort into each exam.

Seventh grade exams are designed to be close to an hour long; they are included as a test or assessment grade within MP2 for midterms and MP4 for finals. Eighth grade exams are designed to be close to 2 hours in length and make up 5% of the average for the year.

Exams are given on four consecutive school days. There are two sessions per day, each session lasting two hours. There is a thirty-minute break between the sessions when students can purchase snacks and drinks in the Cafeteria.

If a student is ill and misses a final exam, he/she must make up the exam on the 5th day. There is no make up day for mid term exams. Students will be required to make up tests after school the week following exams.

COURSE DESCRIPTIONS



LANGUAGE ARTS

ENGLISH - GRADE 7

(COURSE #10002)

In the seventh grade English program, students will read a variety of works, fiction and non-fiction, and write in response to what they have read. The course emphasizes the mastery and application of comprehension, inferential, and evaluative reading skills. Students will work on forming a general understanding and developing an interpretation of text. They will examine the content and structure of text and work to develop meaningful connections to what they read. These skills are tested in the Connecticut Mastery Test (CMT).

Reading for pleasure is an integral part of the course as well, and students will have the opportunity to select reading in a variety of genres. The basics of grammar and usage will be addressed in student writing. Specific lessons on the rules of Standard English will target student weaknesses as a class and individually. Finally, students will learn the use of media in order to communicate to a variety of audiences.

ENGLISH - GRADE 8

(COURSE #10011)

The eighth grade English program offers a comprehensive approach to the study of literature, vocabulary usage and development, composition, and grammar. The course begins to build students' ability to critically analyze literature and to identify with the themes and universal messages found in literature. Techniques used to accomplish these goals include reading, writing, discussion, and group activities.

ENGLISH - GRADE 8, HONORS

(COURSE #10012)

Students will be recommended for Honors English – grade 8 based upon demonstration of the following:

- An A- average in seventh grade English
- demonstration of excellent organizational and study skills
- demonstration of excellent reading and writing skills
- aptitude for critical thinking
- a willingness to work above the average student's output
- appropriate behavior
- recommendation of Team 7

* There is a required summer reading and writing assignment due on the first day of school that is a prerequisite to this course.

MATHEMATICS

MATHEMATICS - GRADE 7

(COURSE #12001)

The seventh grade math program emphasizes NCTM standards by fostering problem solving, reasoning, number theory, geometry, measurement, data analysis, and statistical skills. Students will use calculators in the classroom after successful demonstration of mathematical concepts.

MATHEMATICS - GRADE 7 - ACCELERATED

(Course #12002)

The seventh grade accelerated math program emphasizes NCTM standards by developing analytical and critical thinking skills through higher-level problem solving and reasoning in number theory, geometry, measurement, data analysis and statistics, and algebraic concepts. Students will use scientific and graphing calculators in problem solving applications.

PLACEMENT CRITERIA FOR MATHEMATICS - GRADE 7, ACCELERATED

- Outstanding performance on Connecticut Mastery Test
- Grade 6 teacher recommendation

- Outstanding performance in grade 6 mathematics
- Demonstrates appropriate behavior, motivation, and a desire to learn mathematics
- Any student with a grade lower than a B- may be placed in Math 7 at teacher discretion.

MATHEMATICS - GRADE 8

(COURSE #12011)

Eighth grade mathematics builds on skills and strategies learned in seventh grade. Students will apply their knowledge of fractions, integers, decimals, proportions, and percents to solve problems. Solving equations, generating patterns, graphing data, applying statistical concepts, investigating geometric relationships, working with rational numbers, graphing equations, and interpreting graphs will be emphasized to prepare students for high school mathematics options. Students will use scientific and graphing calculators in problem solving applications.

ALGEBRA I GRADE 8

(COURSE # 12312)

This course is designed to provide students with a serious study of the major concepts of Algebra I. Topics of study will include linear equations in one and two variables, systems of linear equations and inequalities, functions and relations, and exponents. Topics will be covered both numerically and graphically. Emphasis will be placed on collecting data and analyzing it through graphical modeling as well as validating, explaining, and applying the concepts covered..

PLACEMENT CRITERIA FOR ALGEBRA I - GRADE 8

- teacher recommendation
- successful completion of Accelerated Math 7 (Course #12002)
- or outstanding performance in Math 7 (Course #12001)

The utilization of the TI-83/TI84 graphic calculator will be an integral part of the course and is required for all students

ALGEBRA I HONORS - 8 *

(COURSE #12413)

This is an accelerated math course designed for students with a strong foundation in Middle School mathematics. In addition to the topics covered in CP Algebra I, quadratics and polynomials are also covered. Although many of the topics are the same, they are covered in a broader and deeper context.

The utilization of the TI-83/TI84 graphic calculator will be an integral part of the course and is required for all students

Prerequisites: Successful completion of Accelerated Math 7 and teacher recommendation

** Students will not receive high school credit if taken in eighth grade; however, credit will apply towards college admission.*

BUSINESS TECH

***GENERAL GOALS/PURPOSES OF THE M.S. COMPUTER CURRICULUM**

Computers play an increasingly important role in our technologically developing society. Having skills to use the vast resources available will enable our students to achieve their full potential. With the skills developed in this and subsequent computer courses, our student will be better able to do such important things as compete in the job market, be accepted into colleges and universities, complete job training programs, take advantage of opportunities offered on the Internet, and generally participate in a society that is information and technology rich. Simply having computers available in every classroom does not ensure that students will know how to use them.

7TH GRADE COMPUTER APPLICATIONS

Immersed in an active, engaging learning environment, the 7th grade student will develop functional skills in Microsoft Office Word and PowerPoint software. Students will gain an understanding of word processing concepts as they learn to format letters, reports, tables, and numbered and bulleted lists. General word theory- cut and paste, format painter,

fonts, margins, spacing and paragraph formatting, alignments, vertical and horizontal alignment, header and footers will also be taught. In addition, students will be introduced to Desktop publishing concepts using WordArt, images, auto-shapes, borders and text boxes.

Students will gain an understanding of PowerPoint concepts as they learn to create presentations using slide view—normal, outline, slide, note pages, slide sorter; slide layouts—title, bullets, chart, graph, table, organizational; formatting slides—font, bullets, alignments, graphics, WordArt, Auto-shapes; editing slides—moving, copying, deleting, changing slide layouts, and adding design templates and design principles. A unit on Internet Safety will also be covered.

COMPUTER APPLICATIONS GRADE 8

Eighth grade computer applications includes:

WORD – review of the seventh grade curriculum will be covered during the first two weeks to reinforce prior learning of MS Word.

EXCEL--General Excel Theory -- Excel window, menus and toolbars; Basic terminology -- Labels, numeric labels, and values, cell references, range; Formulas and auto sum function; Formatting data—decimals, commas, currency, date; Formatting the spreadsheet – gridlines, row and column headings, merge and center, borders, auto format; Charting data; Printing a worksheet/workbook.

POWERPOINT--slide view—normal, outline, slide, notes pages, slide sorter; slide layouts—title, bullets, chart, graph, table, organizational; formatting slides—font, bullets, alignments, graphics, Word Art, auto shapes; editing slides—moving, copying, deleting, changing slide layout; advanced formatting--color schemes, backgrounds, design templates; master slides—title master, page master, numbering, headers and footers; setting up the slide show -- transitions, timings, and animations, sound; printing your presentation; and PowerPoint etiquette.

SCIENCE

SCIENCE - GRADE 7

(COURSE #13001)

This course offers students an opportunity to explore life science. Using inquiry methods, students will study cell structure and function, human body systems, and ecosystems. Emphasis will be placed on the nature of science, and the use of scientific principles in the collection and analysis of data. Students will be encouraged to discover the interactions taking place within and between organisms, and to apply this knowledge to their own lives.

SCIENCE - GRADE 8

(COURSE #13011)

This course offers students an overview of topics in the physical sciences. We will study both chemistry and physics, using inquiry methods to develop understanding of scientific method, metric measurement, classification of matter, atomic structure, the periodic table, motion forces, and energy. Scientific process skills of prediction, observation, and the analysis of collected data will be emphasized throughout the year. Students will have opportunities to design, carry out, and interpret lab investigations, they will work both individually and in groups, and they will produce a number of projects that will involve the use of technology.

SOCIAL STUDIES

GEOGRAPHY - GRADE 7

(COURSE #11001)

This is an introductory course in applied geography. Students use geographic concepts and skills to explore the resources, people, and cultures found in Africa, Asia, Europe, and Latin America. The curriculum includes a review of paragraph structure and emphasizes persuasive writing in preparation for the Connecticut Mastery Test.

UNITED STATES HISTORY - GRADE 8

(COURSE #11011)

This survey course emphasizes the cultural and societal aspects of United States history prior to the 20th Century. Focus is placed on the roots of American character and the issues which have united and divided Americans. Material is related to the contemporary American situation whenever possible. Social Studies skills needed for high school are emphasized.

PHYSICAL EDUCATION

GRADES 7 AND 8

(COURSE #20001 - P.E. 7; #20011 - P.E. 8)

Emphasis is placed on the fundamental skills required to be successful in playing and understanding team and individual sports and fitness activities. The program is designed to develop basic skills and coordination. In addition, students are expected to develop an awareness and appreciation for the skills necessary to acquire and maintain a lifetime of good health and fitness.

Activities that students are exposed to throughout the year are flag football, soccer, field hockey, aerobic activities, dance, volleyball, basketball, limited wrestling skills, judo, track and field, softball, badminton, tennis, and golf.

GRADE 7 ROTATION

EXPLORATORY FOREIGN LANGUAGE

(COURSE #30001-LATIN; SPANISH; FRENCH)

The Exploratory Language program gives seventh grade students their first opportunity to explore the languages and cultures of France, Spain, and ancient Rome. Upon completion of this program, students will have a basis for selecting the language(s) they wish to pursue. Students who achieve at least a C average in each of the three languages may elect to enter Level I of the chosen language as eighth grade students. Eighth grade language is an accelerated program. Any student is welcome to take language beginning in grade 9 regardless of their Exploratory – level grade. The grading system is the same as that of other courses, i.e., standard letter grades. Students who fail to meet the C in each language requirement may discuss their status with the department coordinator.

AGRICULTURAL SCIENCE & TECHNOLOGY

(COURSE #30011)

Seventh grade students will explore a variety of topics including, but not limited to, natural resources, A mechanics, food science, plant science, and animal science. Activities, classroom instruction, and hands on activities will enhance student knowledge of how diverse agriculture is in the United States.

ELECTIVES

BAND-GRADES 7 & 8

(COURSE #17020)

The Middle School Band curriculum is designed to install and build upon the fundamentals of music performance so an in depth music education can take place throughout the students career at Wamogo. This class is a performance based class and will be graded according to the Connecticut Content Standards of Music. Students will be required to participate fully in all class periods as well as performances outside of the school day. Students will be graded in two categories which will weigh equally in their overall grade. The overall goal of this class is to lay the foundation of proper music technique while having fun learning how to play in a concert band.

CHORUS- GRADES 7 & 8

(COURSE #17001)

This course is designed to explore the fundamentals of part singing. It will include the technical vocal production processes of diction, breath control, vowel formation, and projection. Students will perform a variety of musical styles to gain proficiency in these technical processes. Students will perform several programs for the public to demonstrate their skills in these areas as a part of their grade in the course.

FOODS OF THE WORLD- GRADES 7 & 8

(COURSE # 18021)

This course will introduce students to the world of culinary arts. Students will explore the cuisine of: Western Europe (Italy and France), Eastern Europe (Russia and Poland), Greece, Turkey, India, China, Japan, Mexico, Africa, and the various regions of the United States. The regions represented in this course complement the regions taught in 7th and 8th Grade social studies.

Students will receive instruction on ethnic and regional cooking traditions and will participate in the production of food from around the world. Students will also be responsible for understanding sanitation, food safety, and proper food handling procedures. Small group and individual learning activities will reinforce the understanding of course concepts and skills. At course end, students will have the opportunity for a self-directed and self managed project.

TECHNOLOGY EDUCATION-GRADE 7

(COURSE # 18001)

The purpose of this course is to provide the opportunity for seventh grade students to learn about technology and how it has and will impact them. Students will be engaged in hands-on learning activities that enable problem solving in the areas of manufacturing, construction, transportation, and communications. Basic concepts of measurement, 3-view drawings, hand and power tools, plus laboratory procedures are covered. Tools and methods to process materials such as wood, metal, Styrofoam and plastic are covered. Theory and hands-on activities provide students with group and individual projects. The technological problem solving process is taught and used. Students learn and apply the Universal Systems Model. Some examples of projects include: class manufacturing project, structures, parachutes, various water vessels, bridges, paper rockets, air structures and assembly of electronic kits.

TECHNOLOGY EDUCATION-GRADE 8

(COURSE #18011)

Eighth grade students will learn about technology through hands-on learning activities that enable problem solving in the areas of manufacturing, construction, transportation, and communications. Theory lessons and laboratory activities provide students with group and individual projects. Tools and methods to process materials are covered.

A major emphasis in this course is an introduction to Lego Robotics. Students will learn about robotic systems and how to assemble, test, and program a Lego robot using the NXT "brick." Other examples of student learning activities include: bridge design and testing, electric cars, magnetic levitation vehicles, catapults, model domes, airfoils and aerodynamics, fastener identification, gear train analysis, electricity concepts and basic circuit wiring, plus electronic kit assembly.

The technological problem solving process is used and applied through these hands-on activities. Students learn and apply the Universal Systems Model.

ART: A VISUAL JOURNEY- Grades 7 & 8

(COURSE # 16001)

How does history play a role in art? Art: A Visual Journey encompasses traveling through the history of art by making art that is reflective of cultures around the world. Students will explore art processes such as Ancient Egyptian Hieroglyphics--inventing a writing system, painting decorative Greek vases, carving clay friezes reminiscent of Roman and Greek architecture, painting upside down like Michelangelo when he painted the Sistine Chapel, dabbing and swirling paint in the manner of an Impressionistic painter, designing collaborative modern day life-size Shivas, drawing from left to right on Chinese scrolls, and creating Inner Self Masks. The course constantly shifts in a trip around the world by making art with all sorts of materials. Regular studio homework and sketchbook assignments are part of the course.

Materials: 9" x 12" sketchbook and # 2 pencils

MIDDLE SCHOOL DRAWING AND DESIGN- GRADES 7 & 8
(COURSE # 16003)

This course will provide students with a solid foundation in the two critical art skills: design, and drawing from observation. In the first semester, students explore each design principle and concept in depth. Students are given projects which require them to apply and demonstrate understanding of each idea. Projects can include computer graphics, painting, collage, masks, making books, designing clothing, cars, pottery, and more.

During the second semester, students complete an extensive series of exercises that train the eye to see and draw accurately from direct observation. Students will be drawing a wide variety of subjects in various media such as pencil, ink, oil pastel, watercolor, etc. They will merge their new drawing skills with their design knowledge to complete their work. Study of spatial representation such as perspective and cubism round out the student's fluency in the visual language.

This course is not a prerequisite for high school art courses, but it will give students confidence and strong skills for high school Art I, which is a prerequisite for other high school art courses.

Materials: 9" x 12" sketchbook and #2 pencils required.

**WORLD LANGUAGE
ELECTIVES**

HIGH SCHOOL WORLD LANGUAGE - GRADE 8

NOTE: STUDENTS MUST PASS EACH OF THE THREE EXPLORATORY LANGUAGES WITH A C IN THE GRADE 7 ROTATION IN ORDER TO BE RECOMMENDED TO TAKE THE FIRST LEVEL OF A LANGUAGE IN GRADE 8. STUDENTS WHO FAIL TO MEET THE C IN EACH LANGUAGE MAY DISCUSS THEIR STATUS WITH THE DEPARTMENT COORDINATOR.

FRENCH I*

(COURSE #14011)

French I is a proficiency-oriented program that provides students with immediately useful language skills in French. Grammar is learned to transmit a spoken or written message and to allow freedom to be as creative as possible in expressing ideas. French culture is an integral part of the program and provides enrichment by means of videotapes.

LATIN I*

(COURSE #14031)

This course is an introduction to the language, history, and customs of the Romans. It prepares the students to read and appreciate Latin and, at the same time, enables the students to understand better the vocabulary and syntax of the English language and, to some, extent, that of French and Spanish. Roman history, customs, and mythology are explored through Latin readings and student research.

SPANISH I*

(COURSE #14021)

Spanish I is a proficiency-oriented course that provides students with useful language skills in Spanish. The four basic skills of listening, speaking, reading, and writing reinforce one another through student and teacher interaction. Grammar provides a framework for the spoken and written language.

* *Students will not receive high school credit if taken in eighth grade; however, credit will apply towards college admission.*

COMMUNICATION IN THE MIDDLE SCHOOL

IF YOU HAVE A QUESTION REGARDING...

	<u>Contact:</u>	<u>Email Address</u>
Academic Issues and/or Issues related to that class	Individual teacher	(1 st letter of first name, last name @ rsd6.org)
Administrative Issues	William Egan, Principal	wegan@rsd6.org
Discipline, Bus Issues Attendance Policy	Jody Lambert, Asst. Prin.	jlambert@rsd6.org
Athletic Dept. Activities	Roberto Medic, A.D.	rmedic@rsd6.org
Curriculum Questions	Anthony Hibbert	ahibbert@rsd6.org
Gr. 7 & 8 School Counselor	John Oko	joko@rsd6.org
Student Records/data/updates PowerSchool Parent Use	Barbara Hart	bhart@rsd6.org
Health Services (nurse)	Mary Romano	mromano@rsd6.org
IEP's, Modifications, Accommodations, Teacher of Record Special Ed Services	Kevin Hollis Beth Domonell	khollis@rsd6.org bdomonell@rsd6.org
Media Center	Abigail Waldron	awaldron@rsd6.org
Big Buddy Program	James Gavin	jgavin@rsd6.org
School Lunch Program	Lynn Mudry	lmudry@rsd6.org
Team 7 Issues & Activities	Stephanie Magyar	smagyar@rsd6.org
Team 8 Issues & Activities	Darren Ranft	dranft@rsd6.org
Interim Supt. of Schools	Edward Drapp	edrapp@rsd6.org

Wamogo High School Website: www.rsd6.org/whs

PowerSchool and MealPay Plus links are located on the Wamogo home page of the school website for your convenience! ☺