

New Diana Middle School
2017-2018
Course Description Guide



Inspiring to Dream... Working to Fulfill... Soaring to Success

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New Diana Middle School

Grades 6th, 7th, 8th

11854 HWY 154 East

Diana, Texas 75640

Principal: Joaquin Guerrero

Assistant Principal: Tricia Kelly

Counselor: Amanda Player

Registrar: Pam Martin

Student Services: Toni Holland

New Diana Middle School Mission Statement

The mission of New Diana Middle School is to educate and empower students to pursue their goals with a sense of purpose that motivates them to take control of their future and become successful, responsible citizens in an ever-changing world.

Letter from the Principal

Dear NDMS parents and students,

The administration and staff of New Diana Middle School look forward to a great school year in 2017-2018. It is very exciting to begin a new school year. We look forward to helping prepare your student for high school, as well as their future beyond high school.

This middle school course selection guide is designed to explain the basic requirements for successful steps from sixth through eighth grades, plus giving the tools to start to prepare for a smooth transition into the high school program. We are happy to provide you with this course selection guide to help inform you of the courses that we offer on our middle school campus. Please take the time to read through our guide to help answer your questions when selecting classes for next year. The brief descriptions should help educate you on what our courses have to offer.

Thank you for taking the time to review our course selection guide and we look forward to being part of preparing your student for their future.

Sincerely,

Joaquin Guerrero, Principal

New Diana Middle School

Disclaimer

New Diana Middle School has made every effort for the information in this guide to be complete and accurate for the upcoming school year. New Diana Middle School makes no promises or guarantees about the completeness, reliability and accuracy of the contents in the guide and expressly disclaims liability for errors and omissions in the contents of this school course guide.

***Please note that every course listed in this guide may not be available; courses offered depends on class numbers and sections offered.**

Requirements per Grade Level

<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
English	English	English
Science	Science	Science
Social Studies	Social Studies	Social Studies
Math	Math	Math
PE	PE or Athletics	PE/Athletics or Elective
Eagle Enrichment	Eagle Enrichment	Eagle Enrichment
Elective	Elective	Elective
Elective	Elective	Elective

- **The number of class periods we will have for the new school year will determine how many electives the student will be required to have.**

Required Course- English Language Arts

6th Grade- *Reading*, where students read and understand a wide variety of literary and informational texts; *Writing*, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; *Research*, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; *Listening and Speaking*, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and *Oral and Written Conventions*, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative-- students will continue to address earlier standards as needed while they attend to standards for their grade. In sixth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. (050603) **STAAR Reading test**

7th Grade- *Reading*, where students read and understand a wide variety of literary and informational texts; *Writing*, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; *Research*, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; *Listening and Speaking*, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and *Oral and Written Conventions*, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative-- students will continue to address earlier standards as needed while they attend to standards for their grade. In seventh grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. (050703C) **STAAR Reading and STAAR Writing tests**

8th Grade- *Reading*, where students read and understand a wide variety of literary and informational texts; *Writing*, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; *Research*, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; *Listening and Speaking*, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and *Oral and Written Conventions*, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative-- students will continue to address earlier standards as needed while they attend to standards for their grade. In eighth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. (050803C) **STAAR Reading test**

Required Course- Mathematics

6th Grade- The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. *(100603C) STAAR Math*

7th Grade- The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. *(100703C) STAAR Math*

8th Grade- The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one

quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. (100803C) **STAAR MATH**

Required Course- Science

6th Grade- Science is interdisciplinary in nature; however, much of the content focus is on physical science. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. In order to follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. (150603)

7th Grade- Science is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. National standards in science are organized as a multi-grade blocks such as Grades 5-8 rather than individual grade levels. In order to follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. (150703)

8th Grade- Grade 8 science is interdisciplinary in nature; however, much of the content focus is on earth and space science. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. In order to follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. (150803) **STAAR Science**

Required Course- Social Studies

6th Grade- Students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view. (200603)

7th Grade- Students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas. (200703)

8th Grade- Students study the history of the United States from the early colonial period through Reconstruction. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and

Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material. (200803) **STAAR Social Studies**

Required Course- Physical Education

Disclaimer: PE is a requirement for all 6th graders. 7th graders will have the option of taking PE or athletics for their second year of PE. Only 2 years of PE are required, therefore making 8th grade PE and athletics optional.

6th Grade- In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the life span. Students understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. They learn to use technology such as heart rate monitors to assist in measuring and monitoring their own performance. Identifying the types of activities that provide them with enjoyment and challenge and that will encourage them to be physically active throughout life is reinforced during instruction in these grades. (350603/351603)

7th Grade- Seventh grade students apply similar concepts from one sport or movement setting to another. Students can observe another individual's performance and notice key elements for success. At this grade level, students participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. (357813/357823)

8th Grade- Although the acquisition of physical fitness and skill development is important, emphasis is placed more on participation for enjoyment and challenge, both in and out of school. Understanding the need to remain physically active throughout life by participating in enjoyable lifetime activities is the basis for eighth grade instruction.(357813/357823)

Courses Offered for High School Credit

Disclaimer: Only offered to 8th Grade students.

Algebra 1- Students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. (110803) **7th grade math 80 or above average; 1 credit; STAAR Algebra EOC.**

*New Diana Middle School students are given the opportunity to take a test at the end of their seventh grade year. Students with a superior score will be allowed to enroll in Algebra 1 during their 8th grade year. It is our policy; however, that they will also have to take 8th grade Math simultaneously.

*Students must maintain an average of "70" or above for the semester in order to earn high school credit.

Spanish 1- This introductory course enables the student to learn Spanish pronunciation, to acquire a vocabulary sufficient for simple conversations, to practice basic structure patterns, and to become aware of Spanish culture. (401513) **7th grade English 80 or above average; 1 credit; Graduation Requirement.**

*Students must maintain an average of "70" or above for the semester in order to earn high school credit.

Elective Courses

Disclaimer: There are no promises or guarantees that the electives you choose will be on your final class schedule. However, we do make every effort possible to place you in an elective of your choosing. Your final electives are based on the number of sections offered and class numbers.

Agriculture- 7th, 8th

An introductory course to the history of agriculture and the development of the Future Farmers of America (FFA). Students will learn basic animal and plant science, as well as research and learn about various careers and opportunities that are available in the agricultural field. Students will build on learned skills such as speech, research, team building, and leadership. (401701/401801)

Art- 6th, 7th, 8th

Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments. (480603/480703/480803)

Athletics- 7th, 8th

Athletics is a course that is geared toward conditioning our athletes that compete at the UIL level to prepare them for their competitions. The students time in this class will be use to promote strength, speed, agility, teamwork, sportsmanship, and leadership. This course is divided based on gender. Students wanting to participate in athletics are required to have a physical on file signed by a physician, as well as the required UIL participant paperwork.

7th Grade Girls Athletics- Volleyball, Basketball, Track (350703)

7th Grade Boys Athletics- Football, Basketball, Track (360703)

8th Grade Girls Athletics- Volleyball, Basketball, Track (350803)

8th Grade Boys Athletics- Football, Basketball, Track (360803)

Band- 6th, 7th, 8th

Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

6th Grade Band- This is a beginner course in which classes are divided by instrument. Middle school band director approval is required. (450603)

7th Grade Band- The prerequisite to this course is 6th grade band. The student's musical skills are sharpened and challenged more at this level in which students will be able to compete for UIL. You may be required to purchase an instrument; this class requires some before or after school commitments. (450703)

8th Grade Band (HS Band) - The prerequisite to this course is 7th grade band. 8th grade band students will be in the high school marching band. They will be performing at football games and pep rallies, as well as competing competitively for UIL. This course requires before and after school commitments. (450803)

Band Lab- 7th, 8th

Students placed in this course are wanting a more intensive practice of their musical instrument. They are given the opportunity to gain extra work in preparation for this regularly scheduled band course. (760703/760803)

Competitive Robotics- 7th, 8th

For students that want to challenge themselves at another level, they will use Lego EV3 kits to build robots that work autonomously to complete tasks and earn points at competitions. We also use VEX kits to compete with robots that use both autonomous programming using Robot C software and a remote control. Attending competitions is a requirement of this class, which is usually about 3-5 Saturdays out of the year. Students that participate in this class need to be self-driven and motivated, persistent, trustworthy, dependable, and definitely a team player. Competitions are fast paced and require quick thinking and problem solving. (790703/797803) **Teacher approval required**

Computer Applications- 6th, 7th, 8th

The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills. *(401806/401807/401808)*

Engineering- 6th

Students will work with a partner to build principle models that let them experience the mechanical and structural principles normally hidden away inside everyday machines and structures. Using building instructions and Legos, kids will experience and discover the principles at work and will be challenged to apply their knowledge through science experiments. Students will learn how to use a journal to communicate their learning, as well as use 21st Century Skills, which include collaboration, cooperation, and communication. *(770803)*

Health- 6th, 7th, 8th

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health. In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community. *(300603/307803)*

Music Theory- 6th, 7th, 8th

A history of music is learned, as well as how music can be applied to the current time. Students will learn how influential music can be and how it has evolved over time. Music of past and present is studied.

(03155400)

Robotics- 7th, 8th

Using Legos NXT kits, students will build a robot and learn how to program autonomously. This class is mostly a programming class as opposed to a building class. Students will learn how to use a journal to communicate their learning, as well as use 21st Century Skills that include collaboration, cooperation, and communication. *(770703/77803)*

Spanish- 6th, 7th

Students will learn the Spanish language within the following criteria: reading, writing, research, listening and speaking, oral and written conventions. Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. *(401600)*

Theatre Arts- 6th, 7th, 8th

Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre. *(470603/470703/470803)*

Yearbook- 8th

Students will learn to communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. Middle school students will be planning, drafting, and completing written or visual communications on a regular basis. Basic photography skills and organization are utilized throughout the course. Time management and responsibility are also required to be successful in yearbook. (560803)

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