

# TERMAN MIDDLE SCHOOL

Program of Study  
2008-2009



Home of the Tigers

PALO ALTO UNIFIED SCHOOL DISTRICT

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# TERMAN MIDDLE SCHOOL

## PROGRAM OF STUDY

2008 - 2009

GRADES 6, 7, 8

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# INTRODUCTION

## MIDDLE SCHOOL COURSE OVERVIEW

### **GRADE 6\***

English/Language Arts  
History/Social Studies  
Mathematics  
Science  
Physical Education/Music  
(alternate days)  
Exploratory Wheel

### **GRADE 7\***

English/Language Arts  
History/Social Studies  
Mathematics  
Science/Adolescent Skills  
Physical Education  
Elective  
Elective

### **GRADE 8\***

English/Language Arts  
History/Social Studies  
Mathematics  
Science  
Physical Education  
Elective  
Elective

\* All students will have homeroom/advisory.

7<sup>th</sup> and 8<sup>th</sup> grade students and their parents have several important decisions to make in planning a school program. No catalog can answer all your questions, so don't hesitate to speak to your counselor to get more information or assistance (650) 856-9810.

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# SIXTH GRADE PROGRAM

Sixth grade core integrates the subjects of English/language arts with history/social studies (two periods), and math with science (two periods). Teachers are grouped in two- or three-member teams. Exploratory Wheel, PE, and Music complete the daily schedule.

**English** – Students study the English/language arts skills of reading, writing, speaking, and listening within the context of units created around core literature. Students experience all skills within the context of a given unit. In 6<sup>th</sup> grade, the core literature includes *Julie of the Wolves*, *The White Mountains*, D'Aulaire's *Book of Greek Myths* and various poetry selections. In addition to the core literature, students experience other literature from approved materials. Students use the grammar textbook, *English 6*, published by McDougal Littell. In addition, students practice grammar and mechanics within the context of writing assignments based on the genres of autobiographical incident, story, and report of information. Students practice speaking and listening skills through formal presentations, conversations, and small and large group discussion. Through portfolios of their work, students practice self-reflection and self-assessment.

**Social Studies** – Students study geography and the history of selected major cultures in Africa and Eurasia from Prehistory through the rise of the Roman Empire. They will learn about social, political, and economic systems, and how humankind has developed these systems in order to meet particular needs. Students will learn that ancient cultures were affected by geography and were dependent upon their own human resources. They will learn that earlier civilizations and historical events were interdependent and diverse, that events of the past can influence contemporary cultures, and that some ethical values as well as certain issues have not changed. The social studies curriculum is integrated with literature, art, science, and other relevant subjects. The text for Social Studies is *A Message of Ancient Days*, published by Houghton Mifflin.

**Math** – The math curriculum is focused upon developing and deepening understanding of important mathematical ideas through problem solving. Major mathematical concepts include proportion and rational numbers, relationships in measurement, geometry, statistics, logic, number theory, and probability. Students regularly take notes and explain their thinking orally and in writing. Manipulatives and other hands-on materials, as well as textbooks, calculators and computers are used as resources. The curricular materials for math include The Connected Mathematics series, the textbook, *Concepts and Skills*, published by McDougal Littell and supplemental materials including enrichment and extension activities.

**Science** – Students engage in hands-on discovery and research activities focusing on the scientific method. Students will be asked to synthesize their experiences through writing, and through individual or group projects. Students will also have the opportunity to participate in fieldtrips.

**Physical Education and Music** – During one period, sixth grade students spend alternate days in Physical Education and Music. The choices in Music include Beginning Woodwinds and Brass, Choir, and continuing instruction in String Orchestra or Band. Students are encouraged to continue with the instrument they started in the 5<sup>th</sup> grade. In P.E., the students are exposed to a wide variety of activities with the focus on skill development.

**Exploratory Wheel** – The remaining period is Exploratory Wheel. Students rotate approximately every six weeks through specially designed classes in Art, Computer Keyboarding, Drama, Home Economics, Industrial Technology, and Language Transfer. These courses will provide students an introduction to courses that they may choose as electives in 7<sup>th</sup> and 8<sup>th</sup> grade.

## SEVENTH GRADE REQUIRED COURSES

**English 7** – All students in grade 7 continue to build their English/language arts skills in the areas of reading, writing, listening, speaking, viewing, and visually representing. These abilities are developed within the context of core literature units including novels, short stories, and poetry. In 7<sup>th</sup> grade, the core literature is *The Diary of a Young Girl* by Anne Frank. Extended core or supplemental literature includes *The Canterbury Tales*, *Dragonwings*, *Farewell to Manzanar*, and *Tenggren's golden tales from the Arabian nights*. Students practice the conventions of language (grammar, spelling, punctuation, capitalization, etc.) in required writing assignments, teacher-developed writing lessons, and text lessons. Students practice speaking and listening skills through formal speeches, presentations, conversations, individual and group presentations, and small and large group discussion. Viewing and visually presenting are taught through the use of audio-visual and technological resources and various projects. Through portfolios of their work, students practice self-reflection and self-assessment.

**History/Social Science 7** – Students study selected major culture groups in Europe, Asia, Africa, and the Americas from approximately 500 B.C. through 1500 A.D. They will learn about social, political, and economic systems, and how various societies have developed these systems in order to meet their particular needs and wants. Students will learn that contemporary cultures are the descendants of earlier civilizations and are influenced by historical events. They will learn why we should appreciate and value the ethnic and cultural diversity in our own society.

**Pre-Algebra/Pre-Algebra A** – All students in grade 7 study these mathematical strands recommended by the California Framework: Number and Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis and Probability, and Mathematical Reasoning. In these courses students will solve mathematical problems, communicate mathematical ideas in both oral and written form, analyze and organize information, evaluate alternative mathematical approaches, and interpret results. Students will compute using paper and pencil, mental arithmetic, and calculators. Testing to determine whether your child will take Pre-Algebra or Pre-Algebra A will take place in May of their 6<sup>th</sup> grade year.

**Physical Education** – Physical Education consists of a program of activities that are designed to develop good basic motor skills, physical fitness, nutrition, and fundamental movement patterns. Emphasis is placed on the importance of positive sportsmanship and cooperation, including respect for one another. Students are provided an introductory exposure to a wide variety of activities, including team sports, individual and dual sports, rhythms and aquatics.

**Science 7, Human Biology** – This is a one-year, activity-based course that studies both the scientific and social aspects of human life. From the scientific perspective, students study cells, genetics, evolution, the nervous system (including the effects of drugs and refusal skills), the skeletal system, the circulatory system, and the reproductive system. The scientific and social aspects of the course are intertwined throughout the year. As students work through these units, they practice expository reading and expository writing, as well as construct knowledge through exploration/manipulation of materials, inquiry, direct instruction and discussion.

## EIGHTH GRADE REQUIRED COURSES

**English 8** – All students in grade 8 continue to build their English/language arts skills in the areas of reading, writing, listening, speaking, viewing, and visually representing. These abilities are developed within the context of core literature units including novels, short stories, and poetry. In 8<sup>th</sup> grade, the core literature includes *Adventures of Tom Sawyer*, *The Pearl*, and *House on Mango Street*. Extended core or supplementary literature includes *Stargirl* and *Bronx Masquerade*. Students practice the conventions of language (grammar, spelling, punctuation, capitalization, etc.) in required writing assignments, teacher-developed writing lessons, and text lessons. Students practice speaking and listening skills through formal speech conversations, individual and group presentations, and small and large group discussion. Viewing and visually presenting are taught through the use of audio-visual and technological resources and various projects. Through portfolios of their work, students practice self-reflection and self-assessment.

**History/Social Science 8** – Students connect their past learnings of Colonial and Revolutionary War America to studies of United States geography, the Constitution and the beginning of the new Republic, and the social, economic, and political growth of the new nation. Students will learn about the conflicting forces which led to events such as the War of 1812, the growth of political parties and sectionalism, the Westward Movement (“Manifest Destiny”), and the Civil War, Reconstruction, the Industrial Revolution, and the Progressive Era. They will learn about the diverse groups that immigrated to America, and how they influenced America’s development. By studying the ethical, social, political, and economic questions which Americans have dealt with historically, they will be more aware of, and sensitive to, the social issues facing Americans today.

**Intro to Algebra/Algebra I** – In grade 8 mathematics students continue their study of the strands recommended by the California Framework: Number and Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis and Probability, and Mathematical Reasoning. Students continue to use and improve their skills in problem-solving, communicating mathematical ideas in oral and written form, analyzing complex situations, organizing information, using calculators, working independently and in groups. All students who are successful in their 8<sup>th</sup> grade math course are prepared to enter a high school class that is college preparatory.

**Physical Education** – Physical Education consists of a program of activities that are designed to develop good basic motor skills, nutrition, physical fitness and fundamental movement patterns. Emphasis is placed on the importance of positive sportsmanship and cooperation, including respect for one another. Students are provided an introductory exposure to a wide variety of activities, including team sports, individual and dual sports, rhythms and aquatics.

**Science 8, General Science** – This one-year course is designed to expose students to basic science concepts in three areas: physics (motion, forces, energy, flight, and simple machines), chemistry (properties of matter, atoms, periodic table, bonding, reactions, and organic chemistry), and astronomy (formation of the universe, galaxies, stars, solar system, moons/satellites, seasons, and tides). Through these units, students practice the scientific method, expository reading, expository writing, and writing with supportive details. Students construct knowledge through exploration and manipulation of materials, inquiry, direct instruction and discussion.

# SUPPORT PROGRAMS

Terman offers the following programs to assist students with academic success. All of the courses below would be taken in place of an elective course. They may be taken for more than 1 semester. Students must sign up directly with a counselor to enroll in these classes.

## **READING WORKSHOP**

This class is designed to review and practice reading strategies for students in 7<sup>th</sup> and 8<sup>th</sup> grades performing below grade level. Students will be enrolled in this class upon counselor and reading teacher approval. Parents interested in this support for their child should contact their child's guidance counselor. This is an elective course with limited space.

## **MATH WORKSHOP**

This class is strongly recommended for students who are performing below grade level in math. In a relaxed, supportive environment with no more than 15-18 students and a math teacher who is familiar with their respective grade level program, students will take part in engaging activities intended to meet their individual math needs. Through individual and small group tutoring, organizational help, games, and computer programs, students will learn how to succeed in math.

## **AVID**

Advancement Via Individual Determination (AVID) is designed for students who are not performing up to their academic potential. Students will work on enhancing their study skills with the goal of successfully participating in college preparatory classes and eventually attending a four-year university. Students will learn how to advocate for themselves in academic and non-academic situations, which will help them begin to gain access to the same educational opportunities, that already successful students receive. Students will be able to obtain direct assignment assistance, study skills, curricular enrichment, and personal empowerment to feel validated and recognized in the school setting. Students are recommended for placement in AVID based on specific criteria. Final placement is a decision by the parents, the teacher, and the student. This course is not listed in the elective section. Students must sign up with their counselor.

## **RESOURCE PROGRAM/STUDY SKILLS MP**

Students with an Individual Education Plan (IEP) will be enrolled in the resource program support class entitled Study Skills MP. This class will take the place of one elective course each semester and is designed to support students with IEPs. Some of the skills taught are time management, organization, task completion, comprehension strategies, test-taking strategies, and self-advocacy skills. Enrollment is limited to students with active IEPs. This course is not listed in the elective section, and cannot be signed up for by using the elective sign-up sheet.

## **STAYING ON TOP**

This class is offered for any 7<sup>th</sup> or 8<sup>th</sup> grade student who needs help staying organized and completing homework assignments. Placement is based on counselor and teacher recommendation. This class is designed to help struggling learners. Study skills strategies will be taught. This is an elective course with limited space.

## ELECTIVES

### **\*\* IMPORTANT NOTICE \*\***

The following pages list elective courses, divided into full-year and semester lists. Please be sure to fill out the elective sheet completely.

Elective classes are offered based on the number of students signing up for these classes. The master schedule will be developed after elective sheets have been received and tabulated.

**PLEASE NOTE:** This catalog must be produced before decisions about budget and staffing are made for the 2008-2009 school year. Although we hope to offer all of these classes, we may have to cancel some. We will cancel any which do not have sufficient enrollment (30 students in most cases.) It is **very important** that students indicate their elective choices in the order desired. We will do our best to assign students to an elective of their choice.

***Terman will do its best to ensure that students are scheduled into the electives they have chosen, but due to scheduling challenges we are not able to guarantee it.***

# FULL-YEAR ELECTIVES

## **Band**

7<sup>th</sup> and 8<sup>th</sup> grade

Year

Concert Band and Symphonic Band are composed of students who have previously studied a woodwind, brass, or percussion instrument. Both of the bands perform at formal concerts, the May Fete parade, and travel to the elementary schools to perform assembly programs. Other music concerts and activities are available during the year. Small ensemble experiences are encouraged for all students.

In 7<sup>th</sup> Concert and 8<sup>th</sup> Symphonic Band students will expand their knowledge and skills of basic music fundamentals, such as key signatures, rhythm patterns, and tone quality. Music studied will be drawn from various periods and cultures reflecting our global heritage. By the end of the year, students will become acquainted with classical, popular, rock, and jazz music.

## **Choir**

7<sup>th</sup> and 8<sup>th</sup> grade

Year

This class is for students who love to sing! Choir students will develop and improve their voices, learn to read music, and perform together in a cooperative, supportive environment. The choir will perform a wide variety of choral music, including classical, multi-cultural, popular, jazz, and Broadway. There will be opportunities for solo and ensemble singing for those who are interested. The choir will perform in concerts, elementary school tours, and other events in the community.

## **Orchestra**

7<sup>th</sup> and 8<sup>th</sup> grade

Year

The orchestra is designed to further the string student's ability with emphasis on note reading, fingering, bowing, and rhythm. Much attention is given to intonation, playing with expression, and the reading and learning of as much music literature as possible. Important goals are improved sight-reading, playing skills and playing techniques.

Performance and the discipline of performance are necessary parts of the course. Formal and informal concerts and performances for special event assemblies, and tours to different schools are included as a valuable part of the orchestra experience. Ensemble and solo playing are also encouraged. Other music activities are available throughout the year.

## **World Languages**

<b>French</b>	<b>1A</b>	<b>French</b>	<b>1B</b>
<b>Spanish</b>	<b>1A</b>	<b>Spanish</b>	<b>1B</b>
<b>Japanese</b>	<b>1A</b>	<b>German</b>	<b>1A</b>

### **General Course Descriptions**

Students of French, German, Japanese\*, and Spanish will develop growing proficiency in the four skills of listening, speaking, reading, and writing, and gain understanding of the structure of the language appropriate to the level of instruction. They will also gain a familiarity with and appreciation of the culture of the linguistic community.

Four languages are currently available to students – French, German, Japanese, and Spanish. The number of students enrolled will determine whether the class ultimately will be available. With a pre-enrollment of at least 24 students, beginning language courses (the 1A series) will be offered. As soon as course requests are tallied, students will be notified in the event the language they have requested will not be taught at their school of attendance.

Each foreign language course develops self-confidence through the study of a second language and fosters an appreciation for that language and its culture. In selecting a foreign language, students should be guided primarily by their own interests. Capable students who wish to study more than one language at a time may do so. Homework in foreign language classes is given daily.

Seventh graders enroll in the course numbered 1A. In the 8<sup>th</sup> grade, they continue with the course numbered 1B. This two-year sequence in middle school is equivalent to the first year of high school study. Generally, beginning language classes are not taken in grade eight. Students may begin language study in grade nine when they begin high school. The district guarantees a sequence of three levels in each language. However, the district does not guarantee offering all languages at any of the three middle schools or both high schools.

\* NOTE: The Japanese writing systems (Hiragana and Katakana) are introduced gradually during the first year course and Kanji (Chinese characters) throughout each year.

## **The Standards for Foreign Language Learning – The Five C's**

In all of the foreign language classes teachers incorporate into the course work the national standards for foreign language learning. These standards overlap each other in instruction and help make foreign language learning relevant and meaningful. The five standards are:

### **COMMUNICATION**

Communicate in Languages Other than English

- 1.1 Interpersonal Communication - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Interpretive Communication - Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Presentational Communication - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### **CULTURES**

Gain knowledge and Understanding of Other Cultures

- 2.1 Practice of Culture - Students demonstrate an understanding of the relationships between the practices and perspectives of the cultures studied.
- 2.2 Products of Culture - Students demonstrate an understanding of the relationships between the products and perspectives of the cultures studied.

### **CONNECTIONS**

Connect with Other Disciplines and Acquire Information

- 3.1 Furthering Connections - Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2 Acquiring Information - Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

### **COMPARISONS**

Develop Insight into the Nature of Language and Culture

- 4.1 Language Comparisons - Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons - Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

### **COMMUNITIES**

Participating in Multilingual Communities at Home and Around the World

- 5.1 School and Community - Students use the language both within and beyond the school setting.
- 5.2 Life-long Learning - Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## SEMESTER ELECTIVES

### Art

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This is a basic course in which students develop their knowledge of materials and skills through art-making. Emphasis is on technique, expression, aesthetics, and the historical/cultural context of art as a human activity. Students will reflect both verbally and in writing about their work and the art of others, and will do some work outside of class time. In the course of the semester, they will assume an increasing degree of self-direction in choosing areas of exploration and focus in their art. Students may take the course more than one semester and not repeat the same material.

### Computer Applications

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This computer class elective is a survey course that will offer students an opportunity to explore various software programs as well as improve their keyboarding skills. Students begin by learning how to touch type using Master Key, an excellent typing program. As students practice their typing skills, they will also be introduced to some advanced features of Microsoft Word and PowerPoint. Students will also learn the basics of Microsoft Excel, Adobe PhotoShop, and Macromedia Flash. Flash is used for creating scalable, interactive animation/movies for the Web.

### Creative Writing

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

In this course, students will have the opportunity to blend reading experiences with writing. Students will write in a variety of genres including poetry, short story, and personal narrative. Students will learn how to make a book, write a short story, and research, write, and illustrate a picture book. Students will be encouraged to write for publication and for contests.

### Beginning Drama (1A)

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This is a beginning theater course that offers a more in-depth exploration of the theatre skills and techniques that we worked on in the Wheel class. Students learn stage combat, go on a field trip, and work on projects that may include group and solo pantomimes, improvisation, character study, short monologues, scene work, and short plays. These encourage the development of communication and performance skills, self-confidence, and the ability to work well with others. Some theatre history and training in several technical aspects of theater will also be introduced. The culmination of the class is an evening performance where students will present their work for families and friends.

### Advanced Drama (1B)

Prerequisite: Beginning Drama or Instructor Approval

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This class gives students many performance opportunities. It offers sophisticated and challenging activities so that each actor can become a more confident and expressive performer, guest instructors whenever possible, and a field trip to see professional theatre. Advanced projects may include audition techniques, improvisation and theatre sports, short student-directed projects, scene work, and a fully produced play that will be performed during assemblies for the school community, as well as in the evening for family and friends. More technical aspects of theatre will be introduced, and emphasis is placed on teamwork and building a sense of community that is so vital to successful productions. Some after-school rehearsals will be required.

## **Industrial Technology 1A**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This course exposes students to aspects of a working in a technical environment. Students will be given design challenges in which they will design a product that will solve a challenge. They will then draw the solution using traditional drafting techniques. They complete the process by building a prototype of their solution. Challenges include pen making, structures/wooden-bridges, wind conversion warriors, and beginning automata.

## **Industrial Technology 1B**

Prerequisite: Explorations in Tech 1A

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This course contains more advanced challenges with projects. Projects may involve electric vehicles, robotics, trebuchets, advanced automata, and C02 cars.

## **Home Economics (Family and Consumer Sciences)**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This practical course utilizes fun, hands-on activities covering many areas of consumer and homemaking education. Students will explore areas such as personal development, budgeting, managing personal space, foods and nutrition, consumer education, child development, and practical sewing skills. Students will be given the opportunity to develop leadership and dynamic living skills in this project-oriented class. Curriculum will be different each semester so that a student may take the course in consecutive semesters and not repeat the same material.

## **Leadership**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

The Leadership class is designed to provide students the opportunity to analyze important leadership skills and attributes. They will examine the life of a public leader and discuss characteristics of leadership. The class will also explore the idea of community service. Time will be spent designing and organizing a service project. Students will practice organization and planning skills as they chair committee meetings and organize activities. They will examine group dynamics and gain skills in time and stress management, activity planning, public speaking, and self-awareness. They will also learn how to organize and present information publicly.

## **Media Studies (Formerly Video Production)**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

Students will investigate techniques of video production from pre production - planning, to production - videotaping, and post production - editing. Students will learn the grammar of film production and the power of the media through journalism as they study different areas of filmmaking including PSA's (Public Service Announcements), commercials, news segments, and magazine format stories and documentaries. There will be hands on training in video production skills including scripting, shot set up, interview techniques, lightening, sound, music, and editing. The fundamentals and safety of operating a camcorder, tripod, and editing equipment will be stressed. The course will culminate in an exhibition of original student video projects. This course is a prerequisite for Video Journalism.

## **Public Speaking & Debate**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Year/Semester

The ability to speak well and present with confidence are valuable skills which we will work to develop in this class. Students will learn how to effectively prepare and present speeches and presentations. By emphasizing such skills as research, critical reading, writing, and organization, the class helps reinforce skills students will also use in other academic subjects.

In addition to traditional speech and debate training, some students may have an opportunity to learn how to be “on camera: working with technical teams for the Video Production class.

## **School Service**

Prerequisite: Application Required

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

Students in School Service work in the school offices, in the library, or serve as department or teacher assistants. School Service students must be reliable and able to work with a minimum of supervision.

## **Student Activities**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

In this elective, students learn how to design and run a business by operating Terman's student-run store, The Closet. Topics covered include creating a mission statement; designing, administering and tallying marketing surveys; finding suppliers and ordering products; pricing products and adding sales tax; using effective advertising techniques; operating and programming an electronic cash register; counting the day's receipts and balancing to sales totals; taking inventory; writing business letters; learning principles of good customer relations; and using Excel spreadsheets to track sales and financial data. Students will prepare a resume, with cover letter and a portfolio of work for their final project. The class also handles the finances for other student events such as the magazine drive and dances.

## **Web Design**

Prerequisite: Computer Applications  
or permission of instructor

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

In this computer elective, students will learn to code in html by creating their own five-page web site. History of the web, terminology, and web design principles will be important aspects of this course. Along with html, students will be introduced to Macromedia Dreamweaver, a professional visual editor for creating and managing Web sites and pages. A basic introduction to Flash will enable students to create web site navigation controls. Students will also create an educational web site for a teacher, club, or unit of study as part of their final project.

## **Video Journalism**

Prerequisite: Media Studies

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

This is an intensive laboratory course in gathering, writing and producing news for a daily broadcast. Students will learn radio and television production techniques; at the end of each semester, students will produce up to a 15-minute newsmagazine that showcases their reporting, editing, and production skills. Operation of broadcast newsrooms, ethics in broadcast journalism, interviewing techniques, and media criticism will also be examined in the course. Since this course is designed to allow students to go into the field to develop their own reports on local stories of significance and do their own production work (recording, editing, etc.) a significant “after hours” commitment is required.

## **Yearbook/Journalism**

Prerequisite: None

7<sup>th</sup> and 8<sup>th</sup> grade

Semester

Students will begin to learn the classic writing styles of modern journalism—news, features, and editorials. Students will also learn page layout and basic photography, and will explore the ethical issues involved in journalism. Students are expected to

work both independently and as a staff, meet weekly deadlines, and maintain high journalistic standards. The class produces a school yearbook and newspaper. Maybe repeated for more than one semester.