



NEMS Program Guide
2019-2020

Noblesville Schools
2019-2020 Middle School Program Guide

This program guide begins with the *Vision, Mission, and Commitment Statements* for Noblesville East & West Middle Schools, which are the compass for guiding our practices and curriculum for a *consistent student experience at both middle schools*.

The goal of this document is to give an overview of:

Course descriptions, with directions to locate complete standards;

A visual schedule for 6th, 7th, 8th grade Middle School students.

Positive Behavior Intervention & Support (PBIS) program for all students;

Our VISION

Engage, Inspire, Empower

Students are:

- engaged in intellectual pursuits
- inspired to challenge the present
- empowered to adapt, innovate, and succeed today and tomorrow.

Our MISSION

Inspired by our students' infinite potential, Noblesville Middle Schools ensure student-centered learning that seamlessly integrates inquiry learning, 21st century skills, and technology in an interdisciplinary, authentic approach to learning.

Our COMMITMENT

Noblesville Middle Schools will offer the most comprehensive, responsive, and effective programs possible to meet the needs of all students, parents, staff, and community. We strive to accomplish these commitments when we:

- √ Meet the academic & developmental needs of all 21st Century learners.
- √ Promote high achievement, involvement, & engagement to lead students to become independent learners.
- √ Provide flexible scheduling & a responsive curriculum that includes student choice.
- √ Give students the opportunity to have a successful, safe transition from elementary through to high school.
- √ Offer extra-curricular activities for growth in the areas of academic, sport and personal skills.

Noblesville Middle Schools use the Team approach to teaching because it:

- *Provides a structure within our middle school to allow staff to better meet the academic, social, and emotional needs of students in a developmentally appropriate manner.*
- *Helps a large school to feel smaller and more welcoming for students.*
- *Promotes a sense of belonging, facilitates relationships and rapport between students and staff.*

The teams at each grade level are comprised of core area teachers. The teams are heterogeneous – special education and Bridges students are on each team.

COURSE DESCRIPTIONS

In the student schedule that is included in this guide, you will note that the day is segmented into:

Core Instruction, which consists of Language Arts, Math, Science, Social Studies, Spanish (8th);

Diversified Arts, which includes all Art, Music, Wellness, Business/Technology, and Gateway to Technology;

Performing Arts, which includes band, choir, and strings.

Intervention, which is small group instruction that is built into a student's schedule in place of a rotation. The 3 core areas for intervention are: *Language Arts Lab, Math Lab, Learning Lab* and *Basic Skills Development*.

These labs are for students who need additional instruction in specific skill development for core courses.

Enrichment, which includes the courses available to 7th & 8th grade students to develop and enhance their skills and interests. Students who opt out of enrichment experiences are included in an East Time.

Advisory, which supports the social and emotional learning of all students is available 6th, 7th and 8th grade students two days per week.

ALL Middle School courses are aligned with the Indiana Common Core Standards.

(www.doe.in.gov/commoncore)

SPRINGBOARD

SpringBoard is the ***Language Arts & Math*** instructional design that was adopted by Noblesville Schools because of its effective framework for providing consistent instructional strategies for students to better master the state's Common Core Standards; it is built upon the rigorous College Board Standards for College Success.

SpringBoard:

- Is composed of units of instruction, assessments, and online resources for students & teachers.
- Provides a variety of embedded teaching & learning strategies for differentiated instruction and research-based best practices.
- Strengthens students' critical thinking & reasoning skills.
- Provides interactive, student-centered activities that provide student engagement and ownership of their learning.

LANGUAGE ARTS

Language Arts 6

The 6th grade Language Arts curriculum focuses on 3 crucial, interdependent areas: Written expression, Speaking & Listening, and Reading. Skills that are stressed include critical thinking, writing arguments to defend a claim, use of research, correct grammar, clear & organized writing conventions. Readings are diverse in design, from articles to stories to novels. Students practice collaboration as well as independent & large group work.

Bridges Language Arts 6

Students who have been identified in fifth grade for the Bridges program will participate in Bridges Language Arts 6. This course is aligned with the Common Core State Standards for grade 6 English/Language Arts but does not require as much scaffolding as Language Arts 6 curriculum. In other words, students will be accessing their prior knowledge in order to interpret information, discuss, and write at a deeper level.

Language Arts 7

The overall theme of this course is *Choices*. Students will learn and practice strategies that will develop their critical thinking, reading, writing, and speaking / listening skills. Readings are both fiction and non-fiction and include articles, short stories, excerpts, and novels. Students consistently participate in large & small group discussions about their readings and writings, which allows for learning to be to interactive and collaborative. Most writings and discussions require that students defend their own arguments with evidence from their texts. Additionally, students are encouraged and taught how to generate different kinds of questions (literal, interpretive, and universal) so that they can generate their own discussions based on texts.

Bridges Language Arts 7

Students who have been identified in sixth grade for the Bridges program will participate in Bridges Language Arts 7. The overall theme of this course is *Choices*. Students will learn and practice strategies that will develop their critical thinking, reading, writing, and speaking / listening skills. Readings are both fiction and non-fiction and include articles, short stories, excerpts, and novels. Students consistently participate in large & small group discussions about their readings and writings, which allows for learning to be to interactive and collaborative. Most writings and discussions require that students defend their own arguments with evidence from their texts. Additionally, students are encouraged and taught how to generate different kinds of questions (literal, interpretive, and universal) so that they can generate their own discussions based on texts. Additionally, students enrolled in Bridges LA7 will read some different texts than other seventh grade students. These texts extend their critical thinking, reading, and writing skills.

Language Arts 8

The theme of this course is *Challenges* and the focus is on using strategies to improve critical thinking, reading, writing, and speaking/listening skills. Texts include articles, short stories, poems, plays, novels and film clips. Students learn to state claims and support them with selectively chosen textual evidence. Likewise,

students practice asking leveled questions and drawing their own conclusions. This course is collaborative and students regularly participate in large and small group discussions about their readings and writings.

Bridges Language Arts 8

The theme of this course is *Challenges* and the focus is on using strategies to improve critical thinking, reading, writing, and speaking/listening skills. Texts include articles, short stories, poems, plays, novels and film clips. Students learn to state claims and support them with selectively chosen textual evidence. Likewise, students practice asking leveled questions and drawing their own conclusions. This course is collaborative and students regularly participate in large and small group discussions about their readings and writings. Some of the texts in this course, including three book-length texts, are different from what students in the Language Arts 8 course read. These texts present students with challenging and rigorous material that further develops their critical thinking, reading and writing skills.

MATH

All math courses follow the Indiana Academic Standards and the curriculum maps for each course. Curriculum maps for each unit contain transfer goals, essential questions, and the knowledge and skills students will be able to apply. Also, within the maps are common assessments and activities.

Math 6: This course will follow the Indiana Academic Standards for 6th grade math. Students will:

- perform operations on positive and negative integers, decimals, fractions, and mixed numbers.
- find multiples and factors, and solve problems involving ratios, proportions, and percentages.
- construct and evaluate algebraic expressions, solve simple linear equations, and graph and interpret their result.
- identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them, and investigate geometric relationships algebraically.
- extend their knowledge of plane and solid shapes to measurement and use this understanding to solve problems, including calculating the area of complex shapes, and surface area and volume of rectangular prisms.
- solve problems involving time and money and choose appropriate units in other areas.
- analyze data sets statistically and determine the best way to display the data.

Math 6 Advanced: This course will follow all of the Indiana State Standards for 6th grade math as well as selected standards for 7th grade. Students will:

- perform operations on positive and negative integers, decimals, fractions, and mixed numbers.
- find multiples and factors and solve problems involving ratios, proportions, and percentages.
- construct and evaluate algebraic expressions, solve both one-step and two-step linear equations, and graph and interpret their result.
- identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them, and investigate geometric relationships algebraically.
- extend their knowledge of plane and solid shapes to measurement and use this understanding to solve problems, including calculating the area of complex shapes, surface area and volume of rectangular prisms.
- analyze and compute measures of common geometric objects including area, circumference, surface area and volume.
- investigate the difference between rational and irrational numbers, and place rational and irrational numbers on a number line.
- solve problems involving time and money and choose appropriate units in other areas.
- analyze data sets statistically and determine the best way to display the data.
- determine probabilities and use them to make predictions.
- use strategies, skills, and concepts throughout the course to find and communicate solutions to problems, and move beyond a particular problem by generalizing it to other situations.

Math 7/Math 6 Bridges: This course will follow the Indiana Academic Standards for 7th grade math.

Students will:

- solve problems involving integers, fractions, decimals, ratios, percentages, and square roots, converting between each of these forms as appropriate.
- express quantitative relationships algebraically, using correct terminology, expressions, equations, inequalities, and graphs.
- manipulate plane and solid geometric shapes and use similarity and congruence to solve problems.
- analyze and compute measures of common geometric objects including area, circumference, surface area and volume.
- generate and analyze data sets, identifying relationships among variables within a data set.
- determine probabilities and use them to make predictions.
- use strategies, skills, and concepts throughout the course to find and communicate solutions to problems, and move beyond a particular problem by generalizing it to other situations.

Math 8/Math 7 Advanced: This course will follow the Indiana Academic Standards for 8th grade math.

Students will:

- extend their knowledge of number sense to rational and irrational numbers and use and understand exponents, powers, and roots.
- solve problems and make computations involving rational numbers, as well as problems involving ratios, proportions, and percentages.
- solve linear equations and inequalities, and extend their previous knowledge of linear expressions to interpret and evaluate expressions with integer powers.
- graph and interpret functions, understanding the concepts of slope and rate of change.
- deepen their understanding of plane and solid geometric shapes and properties by constructing shapes that meet given conditions, by identifying attributes of 3D shapes, and by applying geometric concepts to solve problems.
- apply scale factors to shapes and measurement of shapes, and use this understanding to solve problems.
- generate and analyze data sets, identifying relationships among variables within a data set.
- determine probabilities and use them to make predictions.
- use strategies, skills and concepts throughout the course in finding and communicating solutions to problems, and move beyond a particular problem by generalizing to other situations.

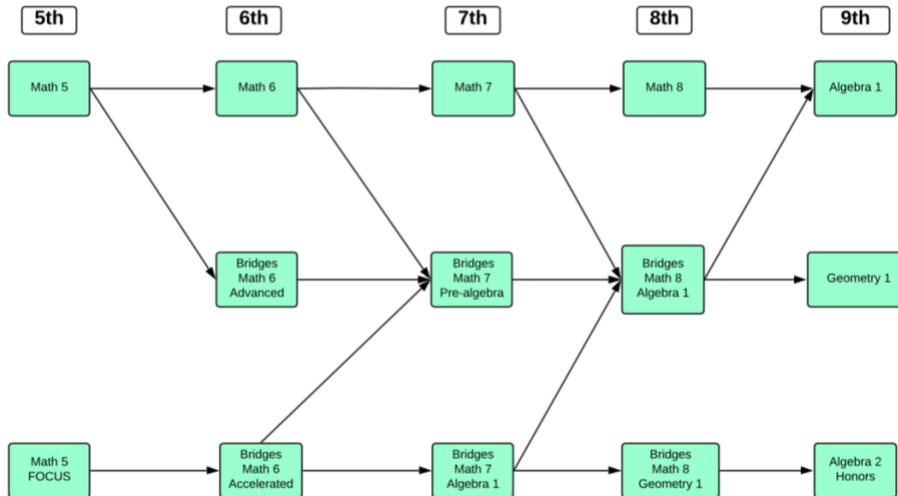
Math 7 Bridges/Math 8 Advanced/Algebra 1: This course will follow the Indiana Academic Standards for Algebra 1.

Algebra 1 provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, and nonlinear equations.

Math 8 Bridges/Geometry: This course will follow the Indiana Academic Standards for Geometry.

Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of points, lines, angles and planes; polygons, with a special focus on quadrilaterals, triangles, and right triangles; circles; and polyhedral and other solids. Use of graphing calculators and computer drawing programs is encouraged.

**Noblesville Schools
Math Course Sequence
Grades 5 - 9
2019-20**



SCIENCE

Science 6

NMS 6th grade Science class is designed to help students begin to develop the basic skills a scientist might experience and need to be successful. Important note-booking skills, deep/close reading, appropriate amounts of writing, discussion, and lab applications will be the major plan for the year.

Activities will focus on such topics as scientific method, basics of investigative science (inquiry), introductions to matter and states of matter, basic forms of energy, structure of our solar system, the interactions of life on the planet, and how nature utilizes energy in the world. In addition, various applications of “non-science” areas (math, history, technology, etc.), and connections that are important in the overall study of science will be included. NMS Science tries to emphasize the many important acts and concepts relating to all living and non-living things and their place in our world. Students will work to increase scientific literacy through reading comprehension, writing strategies, and a wide variety of content-oriented methods. Appropriate lab activities and/or projects will be tied directly to the curriculum. *Units of study: Science Skills (metrics, graphs, etc.), Scientific Method, States of Matter, Forms of Energy, Our Solar System*

Science 7

NMS 7th grade Science class is designed to help students develop the basic skills of a scientist as a direct result of their own activities, and through indirect science inquiry events. Important note-booking skills, deep/close reading, appropriate amounts of writing, lots of discussion, and lab applications will be the major plan for the year.

Activities will include studies of the scientific method, basics of investigative science, cell structure/function, earth structure, earth’s surface, and the connections between water and the atmosphere. In addition, various applications of “non-science” areas (math, history, technology, etc.), and connections that are inherent in the overall study of science will be included. NMS Science tries to emphasize the many important acts and concepts related to all living and non-living things and their place in our world.

Students will work to increase scientific literacy through reading comprehension, writing strategies, and a wide variety of content oriented methods. Appropriate lab activities and/or projects will be tied directly to the curriculum.

Units of study: Science Skills (metrics, graphs, etc.), Scientific Method, Life Characteristics, Cell Structure, Cell Functions, Structure of the Earth, Rocks/Minerals, Volcanoes / Earthquakes, Soil and Its Importance, Earth History, Water on Earth, The Atmosphere, Weather, Climate/Man's Impact on Climate

Science 8

Eighth grade science class is designed to help students further develop basic scientific skills through inquiry based activities. Note-taking skills, close reading, class discussion, and lab applications will be emphasized throughout the year.

Activities in this course will introduce students to the major concepts of chemistry, physics, and biology. Students will increase their scientific literacy by analyzing, evaluating, and critiquing sources of non-fiction text. This will help students make connections that are inherent in the overall study of science using web sites, articles, and other related texts. This will help students become proficient in laboratory investigations and projects.

Units of study: Properties of Matter, Atomic Structure, Periodic Table, Chemical Bonds, Chemical Reactions, Genetics, Evolution, Forces, Motion, Electromagnetism

Advanced Science 8

Eighth grade Advanced Science class is designed to help students develop in-depth scientific skills through inquiry based activities. Note-taking skills, close reading, class discussion, and lab applications will be emphasized throughout the year. Higher level questioning and more challenging/student developed activities will further push students to expand their scientific thinking.

Activities in this course will introduce students to the major concepts of chemistry, physics, and biology. Students will increase their scientific literacy by analyzing, evaluating, and critiquing sources of non-fiction text. This will help students make connections that are inherent in the overall study of science using web sites, articles, and other related texts. This will help students become proficient in laboratory investigations and projects. A focus on communication as a tool of science will be a major component of the course, giving students the opportunity to share and explain the scientific concepts addressed in class.

SOCIAL STUDIES

SOCIAL STUDIES 6

Sixth grade social studies offer students the opportunity to explore the following topics: map skills, the Government, Trade & Economy, Ancient Rome & Greece, the Middle Ages, Renaissance, Industrial Revolution, Modern Europe, Canada, and Latin America.

SOCIAL STUDIES 7

Seventh grade social studies courses offer students a survey of the Eastern Hemisphere. Students will learn about the distinct cultures and histories of the people inhabiting Africa, Asia, and Australia/Oceania. The goal of the course is to get students to think critically about history and develop certain historical habits of mind through inquiry and analysis. Topics covered include Ancient Civilizations, World Religions, Imperialism, and the Modern World. Writing and analyzing texts are also large parts of what students will experience as they become more familiar with the Eastern World.

SOCIAL STUDIES 8

Eighth grade social studies courses are an introduction to United States History. Courses are largely chronological, beginning with European settlement in North America. The students will then continue through the story of our nation's history, stopping along the way to learn about the various conflicts, challenges, and compromises that made our nation what it is today. Topics covered in this course include Colonization, the American Revolution, the development of our nation's government, the expansion of our nation, and the Civil War. Like the seventh grade course, this one too puts a large focus on learning social studies through writing and analytical reading of relevant materials.

WORLD LANGUAGE

Learning a language helps students learn how to think. Language learning benefits our students by developing thinking and analytical skills and teaching them how to apply language to improve communication.

Spanish, Level One 8th grade

Middle School Spanish provides instruction that enables students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students will apply effective strategies for the language learning and show a willingness to experience various aspects of the culture. Students will have the opportunity to: respond to & give oral directions and to make routine requests in the classroom & public places; use appropriate forms of address; ask & answer simple questions and participate in brief conversations; read isolated words & phrases in situational contexts; read short narratives on simple topics; write familiar words and phrases in appropriate contexts & respond in writing to various prompts.

Earning High School Credit for Spanish I Enrollment

Middle schools students may elect to receive high school credit for Spanish I taken prior to the freshman year. In making this informed decision, students and parents should carefully read and consider the following information:

- Students must earn a C- or higher in both semesters in order to earn high school credit.
- Students who earn a C- or higher in both semesters and continue in Spanish will be placed in Spanish II for the 9th grade year. (Students earning a D+ or below in any semester should retake Spanish I.)
- Courses taken for high school credit will be transcribed and factored into the student's grade point average.
- Courses taken for high school credit while a student is in middle school will count as Core 40 with Academic Honors diploma world language requirements.

The Core 40 with Academic Honors diploma requires students to complete 3-4 years of world language. (Students must complete three years in one language or two years in two languages.) While the Core 40 diploma does not require students to complete world language, most 4-year universities require or strongly recommend 2 years of world language.

New Enrollment Students seeking High School Credit for Spanish 1 class

1. If a student enrolls during 1st quarter without any prior Spanish curriculum enrollment, the Spanish teacher will review all missed work and concepts. Teacher will work with grade level School Counselor to determine if student needs to be graded on a Pass/Fail grading scale. *If a student is graded on a Pass/Fail grading scale, the class will NOT be eligible for high school credit.*

2. If a student enrolls during 2nd quarter or after without any prior Spanish curriculum enrollment, the student will be graded on a Pass/Fail grading scale. *If a student is graded on a Pass/Fail grading scale, the class will NOT be eligible for high school credit.* If enrollment occurs during first semester, ADMIN, Counselor and Teacher will review student data points including performance tasks to determine if the student needs to be placed on Pass/Fail for second semester or if the student could take the second semester based on an A-F grading scale.***

3. If a student enrolls at NEMS with prior Spanish curriculum enrollment, they will be graded based on an A-F grading scale.***

*** *Students will be looked at on a 1:1 basis before making these determinations.* **

DIVERSIFIED ARTS

BUSINESS

Business Information Technology 6, Exploring Colleges and Careers

In this nine-week course students will explore their interests, aptitudes, and skills plus their individual learning styles in order to find possible career matches. Students will learn and practice the qualities employers look for in their employees as they explore a variety of career options. Post-high school opportunities will be discussed to help students make and achieve career goals.

Business Information Technology 7, Personal Financial Literacy

In this introductory course students begin to develop knowledge and skills for personal financial management. The goals of this course center on: (1) financial responsibility and decision making; (2) the relationship of education, income, and careers; (3) money management; credit and debt management. Students work individually, in small groups, and as a class as they are introduced to personal financial concepts such as income and taxes, checking and savings accounts, banking, credit, and comparison-shopping.

Business Information Technology 8, Marketing/Entrepreneurship

The 8th grade BIT course will focus on critical thinking, problem solving, communication, risk bearing, teamwork and self-reliance skills. These soft skills required by all employers will be taught directly and then incorporated into the rest of the quarter long course as we focus on the function and importance of marketing and entrepreneurship in our economy and society.

GATEWAY TO TECHNOLOGY (GTT) 6,7,8

The Gateway To Technology (GTT) program addresses the interest and energy of middle school students while incorporating national standards in mathematics, science, and technology. This activity-oriented, cutting-edge program shows students how technology is used in engineering to solve everyday problems. GTT currently consists of three instructional units at Noblesville schools that motivate students to become creative innovators. During the GTT experience, students will gain the skills they need to develop, produce, and use products and services.

The Gateway to Technology curriculum provides project-based learning - a hands-on approach - that is exciting and challenging for the full range of students in today's grade 608 classrooms. The curriculum relates technology to students' daily lives. It promotes communication and collaboration by emphasizing a teaming approach in the instructional units. This approach utilizes the strengths of each team member to accomplish the goals of the project while offering students learning challenges at all ability levels.

6th Grade: Part 1 Design and Modeling

In this unit, students begin to recognize the value of an engineering notebook to document and capture their ideas. They are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students use industry standard 3D modeling software to create a virtual image of their designs and produce a portfolio to showcase their creative solutions.

7th Grade: Automation and Robotics

Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use a robust robotics platform to design, build, and program a solution to solve an existing problem.

8th Grade: Medical Detectives

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

VISUAL ART

The Middle School program in visual art is designed to build on the skills students have developed in the elementary visual art program. The visual art sequence prepares students to enter the high school fine arts program where they may choose from a variety of classes to fulfill the fine arts graduation requirement. Students will focus on developing skills, which include drawing, painting, sculpture, ceramics, and collage. They will have the opportunity to experiment and refine skills using a variety of art media. Elements and principles of design will be emphasized in each project.

Exploring Art 6

This class is designed to provide an overview of Visual Arts while studying a broad variety of art tools and materials. With an emphasis on art careers, this course is designed to develop higher-level thinking, art-

related technology skills, art criticism, art history, and aesthetics. The goal is to open students' eyes to a boarder view of art and to better understand how art and design affect every aspect of their daily lives, from the shoes on their feet, to the books they carry at school, to the movies they see on a Friday night. Students will be introduced to self-assessment as a means to better understand how to be objective about and improve their artwork.

2-Dimensional Art 7

This class is designed to further develop a student's art skills, techniques and vocabulary introduced in 6th grade art, with an emphasis on the Elements of Art. This advanced exploration in 2-dimensional media will emphasize honing their drawing technique. Students will use research and sketching as tools for planning and creating their studio artworks. Students will be introduced to the critique process which includes describing, analyzing, interpreting, and judging works of art. To summarize their work and further develop their skills of self expression, students will be asked to evaluate and assess their own knowledge, progress, and level of proficiency.

Art Studio 8

This class is designed to further develop skills, techniques, and vocabulary from 7th grade art. Students will learn how to use the Principles of Design as a guide for combining the Elements of Art. Student's studio works will be inspired by researching and reading what they have compiled about an artist, art style, or art movement. Students will learn to understand and appreciate the thinking process of an artist. Students will be challenged to problem-solve utilizing high level thinking skills, including abstract thought and expression.

MUSIC EDUCATION

The Middle School Music Curriculum continues student development by providing instruction in band, choir, orchestra, and global music education. The curriculum is designed to educate the whole child through detailed music instruction guided by National & State Music Standards, as well as complimenting standards from the core curriculum. These standards will be achieved using a variety of methods and tools.

The Global Music Education curriculum includes varied instruction at each grade level, providing opportunities to explore the vast world of music through hands-on (lab based) experiences. Students will have the opportunity to experience music through instruction, while developing 21st century skills that enhance the total education of the child.

Discover: Music 6

Expanding on their elementary music experience and knowledge, students will review basic elements of music notation and explore elements of singing, playing, composition, pitch, musical careers and history while discovering the diverse world of music.

Students will study a spectrum of music across multiple genres. Students will experience a variety of musical styles. Students will perform, participate, and create through multiple musical venues. Students will also discover the history of music as it relates to the core curriculum standards. Students will experience 21st century learning as they investigate the exciting world of music

Explore: World Drumming 7

Students will expand on previous music experience and review the basic elements of music, exploring through the multifaceted world of percussion.

The course will enhance the social studies curriculum by focusing on African drumming while exploring the rich history and culture of music. Students will participate in collaborative percussion ensembles in the style of various drumming traditions. Music and percussion skills will include, but not be limited to, proper drum technique, echo drumming and singing patterns, rhythmic composition, ensemble technique, improvisation, identifying the instruments and culture, while having greater respect for the people represented through the traditions studied.

Experience: Guitar 8

Students will continue to review basic elements of music notation and explore elements of pitch, rhythm, harmony composition, and history through guitar instruction, while learning best practices of guitar technique. Students will master basic guitar skills, including proper technique (left & right hand), song learning, note reading, rhythmic skills, fingerboard geography, musical style, interpretation, tuning, simple chords,

accompanying themselves, performing simple improvisation, and composition. They will learn to use electronic media resources, such as Garage Band, to enhance their learning. Students will experience the context of folk and popular music with emphasis on music from the United States.

PERFORMING ARTS Options

Band 6, 7, 8

Students are provided an opportunity to study music on traditional band instruments including: flute, oboe, clarinet, bassoon, saxophone, french horn, trumpet, trombone, baritone, tuba, or percussion.

Students will master the fundamentals of music performance including tone quality, intonation, balance, blend, phrasing, dynamics, articulation, rhythm, melody, while learning to read music. The course progresses logically and is designed to take students with no previous musical experience to becoming proficient musicians on their chosen instrument.

Orchestra 6, 7, 8

Students are provided an opportunity to study music on traditional string instruments including: violin, viola, cello, and bass.

Students will master the fundamentals of music performance including tone quality, intonation, balance, blend, phrasing, dynamics, articulation, rhythm, melody, while learning to read music. The course progresses logically and is designed to take students with no previous musical experience to becoming proficient musicians on their chosen instrument.

Choir 6, 7, 8

Students are provided an opportunity to study music using their voices.

Students will master the fundamentals of music performance including tone quality, intonation, balance, blend, phrasing, dynamics, articulation, rhythm, melody, while learning to read music. The courses progress logically and is designed to take students with no previous musical experience to becoming proficient vocalists.

WELLNESS

Wellness is divided into 2 components, based upon Indiana Core Standards, *Physical Education and Health & Wellness*. Each student will receive a Handbook with specific guidelines for becoming a successful Wellness student.

Physical Education 6

Most sixth grade students have mastered the fundamental movement skills for loco motor (traveling actions), non-loco motor (movement in place), and manipulative (object handling) activities. Motor skills become more complex and are combined to be used in more specific game and performance situations. Students participate in modified and unstructured games and use the fundamental motor skills in these activities while developing more specialized movement skills.

Physical Education 7

Most seventh grade students have mastered the fundamental movement skills and now begin to put skills into combinations of increasing complexity. They modify skills to adapt to others while doing several movements in game, sport, and/or physical activity situations.

Physical Education 8

Eighth grade students demonstrate more mature (proficient) patterns of motor skills and movement patterns. They apply these skills to both unstructured and structured physical activity contexts. Students begin to refine these skills and competencies in selected individual and dual lifetime physical activities, team sports, aquatics, rhythmic activities, and tumbling and gymnastics requiring more complex levels of movement competence than has been previously needed.

HEALTH & WELLNESS

6, 7, 8

Students will comprehend concepts related to health promotion and disease prevention to enhance health. The curriculum is **The Great Body Shop**.

INTERVENTION

Basic Skills Development: Basic skills development is designed to assist students develop executive functioning (EF) skills. EF skills allow students to improve focus, sustain effort and memory, and/or gauge the need for accommodations in order to complete a task, anticipate, manipulate, or store information. Students will start with reflection and goal setting, then move into practice all while self-monitoring progress and attempts to utilize the strategies that will be taught in the course. (Students enrolled in this class are determined by school personnel.)

Language Arts Lab: Language Arts Lab is a research based intervention class designed to assist students develop critical thinking skills while reading. Classes are taught at the students grade level reading ability, and the curriculum is individualized to best meet the students needs and learning style. Classes are set up with leveled instruction, guided reading instruction and independent reading instruction. Reading strategies include summarizing, predicting, making connections, analyzing, and inferring. (Students enrolled in this class are determined by school personnel.)

Math Lab: Math Lab is designed to assist students acquire the pre-requisite math skills needed in order to be successful in the general education curriculum. Classes are taught at the students grade level ability, and the curriculum is individualized to best meet the students need and learning style. The course is designed to assist students apply and support math skills used in the general education curriculum by pre-teaching and re-teaching specific skills needed in the general education math class. (Students enrolled in this class are determined by school personnel.)

ENRICHMENT

Enrichment courses are the options at the end of the day designed to provide experiences beyond the required curriculum, in order to engage 7th & 8th grade students in an exploration of their own talents & interests.

Students are allowed to participate in ONE enrichment activity only for the school year; no grades are assigned. If an enrichment class is not chosen, that student will participate in a study hall.

The 2019-2020 Enrichment opportunities will include:

- Show Choir Grades 7 & 8
- Jazz Band Grades 7 & 8
- Strings Honors Ensemble Grades 7 & 8
- Yearbook Grades 7 & 8
- Art Enrichment, Grades 7 & 8
- Tech Team, Grades 7 & 8

NEMS DAILY SCHEDULES

NEMS & NWMS use a “flexible block schedule”, with a slight variation between the 2 schools (see detailed schedules below). Students are assigned to core instruction within their team at specific points throughout the day. These times are shown below within the bordered sections. When students are not with their team teachers for core instruction, they are attending wellness/diversified arts/performing arts. The flexible block schedule does allow for team teachers to rearrange assignment of times on a weekly basis as they see fit to best meet the needs of their students in the core curriculum (for example, teams may choose to block for longer periods of time when needed). These adjustments will be clearly communicated to students by the team teachers.

All 7th and 8th grade students end their day with a study hall, enrichment or advisory period.

NOBLESVILLE *EAST* MIDDLE SCHOOL DAILY SCHEDULE

NEMS Daily Bell Schedule 2019-2020

as of 6/17/19

6th GRADE	
Period 6-1 (Core Instruction)	8:40-9:42
Period 6-2 (Core Instruction)	9:47-10:48
Period 6-3 (Core Instruction)	10:53-11:54
Period 6-4 (Core Instruction)	11:59-1:00
Lunch 6	1:00-1:30
Period 6-5 (Team/PLC/Prep/6th DA and Wellness)	1:35-2:17
Period 6-6 (Team/PLC/Prep/6th DA and Wellness)	2:22-3:05
Period 6-7 Advisory (M,F) or East Time (T,TH)	3:10-3:40

7th GRADE	
Period 7-1 (Core Instruction)	8:40-9:40
Period 7-2 (Core Instruction)	9:45-10:45
Period 7-3 (Team/PLC/Prep/7th DA and Wellness)	10:50-11:35
Period 7-4 (Team/PLC/Prep/7th DA and Wellness)	11:40-12:25
Lunch 7	12:25-12:55
Period 7-5 (Core Instruction)	1:00-2:00
Period 7-6 (Core Instruction)	2:05-3:05
Period 7-7 Advisory (M,F) or East Time (T,TH)	3:10-3:40

8th GRADE	
Period 8-1 (Team/PLC/Prep/8th DA and Wellness)	8:40-9:20
Period 8-2 (Team/PLC/Prep/8th DA and Wellness)	9:25-10:05
Period 8-3 (Core Instruction)	10:11-10:59
Period 8-4 (Core Instruction)	11:02-11:50
Lunch 8	11:50-12:20
Period 8-5 (Core Instruction)	12:26-1:15
Period 8-6 (Core Instruction)	1:20-2:10
Period 8-7 (Core Instruction)	2:15-3:05
Period 8-7 Advisory (M,F) or East Time (T,TH)	3:10-3:40

ADVISORY

The NEMS advisory program is based on the Developmental Design program, which uses a common structure and routines to facilitate positive and constructive peer interaction.

Research on the effectiveness of a structured advisory program shows the following possible benefits:

- Promoting opportunities for social development.
- Assisting students with academic programs.
- Facilitating positive involvement among teachers, administrators, and students.
- Providing an adult advocate for each student in the school.
- Promoting positive school climate (Clark & Clark, 1994).

What is student advisory? Each student in the school is randomly assigned to an advisory group of less than 20 students. The advisory group will be comprised of the same grade level students but the teams will be varied. Counselors and other staff serve as the facilitating advisor. Students and advisors will complete various activities together that focus on character development, educational neuroscience, academic goal setting, self-empowerment, and team building.

When is advisory? Students will meet in advisory groups on Mondays and Fridays at 3:10-3:40pm.

Why advisory? We believe that our students will benefit from the curriculum and structure of the advisory program. Research shows that student academic success can be directly tied to an advisory program, including reducing student drop-outs (Mac Iver, 1990), helping students to get along better with classmates, and enhancing teacher-student relationships (Connors, 1991).

BEHAVIOR EXPECTATIONS - PBIS

Positive behavior is an expectation for ALL students and staff members. In an effort to support an optimum learning environment, we adhere to the Positive Behavior Intervention & Supports program (PBIS).

We *TEACH students these expectations & reinforce them daily through the “Miller Way” philosophy:

Our EXPECTATIONS

Learning

We set goals, do our best, are productive, listen actively, ask questions, & cooperate with others.

Responsible

We are organized, on time, prepared, use time productively, stay on task, and complete all assignments accurately.

Respectful

We listen to others’ ideas & opinions, follow all expectations & rules, consider & cooperate with others, and remain positive.

Safe

We stay in our personal space, use materials & equipment appropriately, and follow emergency procedures.