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**NOBLESVILLE EAST  
MIDDLE SCHOOL**

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**Program Guide  
2020-2021**

Noblesville Schools

# Table of Contents

VISION

MISSION STATEMENT

OUR COMMITMENT

TEAMING

COURSE DESCRIPTIONS

CORE INSTRUCTION

LANGUAGE ARTS

Language Arts 6

Bridges Language Arts 6

Language Arts 7

Bridges Language Arts 7

Language Arts 8

Bridges Language Arts 8

MATH

Math 6:

Math 6 Advanced:

Math 7/Math 6 Accelerated:

Math 8/Math 7 Pre-Algebra:

Math 7 Bridges/Math 8 Advanced/Algebra 1:

Algebra 1

Math 8 Bridges/Geometry:

**Noblesville Schools Math Sequence**

SCIENCE

Science 6

Science 7

Science 8

SOCIAL STUDIES

Social Studies 6

Social Studies 7

Social Studies 8

WORLD LANGUAGE

Spanish, Level One 8<sup>th</sup> Grade

New Enrollment Students seeking High School Credit for Spanish 1 class

DIVERSIFIED ARTS

BUSINESS INFORMATION TECHNOLOGY

Business Information Technology 6, Exploring Colleges and Careers

Business Information Technology 7, Personal Financial Literacy

Business Information Technology 8, Marketing/Entrepreneurship

#### PROJECT LEAD THE WAY (PLTW)

6th Grade: Part 1 Design and Modeling

7<sup>th</sup> Grade: Automation and Robotics

8<sup>th</sup> Grade: Medical Detectives

#### VISUAL ART

Exploring Art 6

2-Dimensional Art 7

Art Studio 8

#### MUSIC EDUCATION

Exploring Music 6: World Drumming

Exploring Music 7: Xylophones

Exploring Music 8: Guitar

#### PHYSICAL EDUCATION & HEALTH/WELLNESS

Physical Education 6

Physical Education 7

Physical Education 8

HEALTH/WELLNESS 6, 7, 8

#### PERFORMING ARTS

Band 6, 7, 8

Orchestra 6, 7, 8

Choir 6, 7, 8

#### INTERVENTION

Basic Skills Development:

Language Arts Lab:

Math Lab:

Academic Lab

#### ENRICHMENT

#### ADVISORY

#### SCHOOL SCHEDULE

#### MILLER WAY STUDENT EXPECTATIONS

# 2020-2021 Middle School Program Guide

## Overview

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 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Middle School students.

## VISION

Engage, Inspire, Empower

Students are:

- Engaged in intellectual pursuits
- Inspired to challenge the present
- Empowered to adapt, innovate, and succeed today and tomorrow.

## MISSION STATEMENT

Inspired by our students' infinite potential, Noblesville Middle Schools ensure student-centered learning that seamlessly integrates inquiry learning, 21<sup>st</sup> 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 21<sup>st</sup> Century learners.
- Promote high achievement, involvement, and engagement to lead students to become independent learners.
- Provide flexible scheduling and 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, musical pursuits, athletics, and personal skills.

## TEAMING

Noblesville Middle Schools use the teaming approach to teach 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 and 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 (8<sup>th</sup>).
- **Diversified Arts** which includes Art, Music, Wellness, Business/Technology, and Project Lead the Way courses.
- **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 class. The 3 core areas for intervention are: Language Arts Lab, Math Lab, Academic 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 7<sup>th</sup> & 8<sup>th</sup> 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 to 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students two days per week.
- **Miller Way Expectations** outlines and defines student expectations for modeling behavior both in and out of the classroom setting.

ALL Middle School courses are aligned with the Indiana Common Core Standards.  
([www.doe.in.gov/commoncore](http://www.doe.in.gov/commoncore))

# CORE INSTRUCTION

## LANGUAGE ARTS

### **Language Arts 6**

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

### **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 requires students to work independently and within collaborative groups to critically think and analyze literature in the form of short stories, classical and complex literature, poetry, and nonfiction. Students will write narratives, write arguments to defend a claim, write to inform based on research, and write to analyze literature. Students will be working with material that is rigorous and thought provoking, providing them with the ability to work and write at a level that challenges them.

### **Language Arts 7**

The overall theme for the year of this course is Outsider. Students will learn and practice strategies that will develop their critical thinking, reading, writing, and speaking / listening skills. One of the goals of Language Arts 7 is to develop a life-long love of reading. For this reason, students will be encouraged to independently read across a variety of genres and for an extended period of time. Students consistently participate in large and small group discussions about their readings and writings, which allows for learning to be interactive and collaborative. Most writings and discussions require that students defend their own arguments with evidence from their 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 Community. Students will learn and practice strategies that will develop their critical thinking, reading, writing, and speaking / listening skills. One of the goals of Bridges LA 7 is to develop a life-long love of reading. For this reason, students will be encouraged to independently read across a variety of genres and for an extended period of time. Students consistently participate in large and small group discussions about their readings and writings, which allows for learning to be interactive and collaborative. Most writings and discussions require that students defend their own arguments with evidence from their 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**

8th Grade Language Arts is a class designed to get students using critical thinking strategies to evaluate the world around them and their place in it. This year students will cover five different units centered around the Memoir, Dystopian, Nonfiction, and Current Events/Historical Fiction genres. Students will be using various texts (articles, short stories, poems, plays, novels and film clips) and classroom strategies to get them talking and thinking in meaningful ways about the real-world issues that surround them today.

## **Bridges Language Arts 8**

8th Grade Bridges Language Arts is a class designed to get students using critical thinking strategies to evaluate the world around them and their place in it. This year students will cover five different units centered around the Historical Fiction, Dystopian, Nonfiction, and Current Event genres. Students will be using these texts to analyze and create original claims using strong evidence. They will also be working on communication skills in various types of class discussion including Socratic seminar, partner, and whole class. Students will use in class novels, *Chains* and *Fahrenheit 451*, as well as various choice novels to contribute to class discussions, their writings, and their opinions about the world around them and how it is ever evolving.

# MATH

## Noblesville Schools Math Overview 6 – 8

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 6<sup>th</sup> 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 6<sup>th</sup> grade math as well as selected standards for 7<sup>th</sup> 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, and the 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 Accelerated:**

This course will follow the Indiana Academic Standards for 7<sup>th</sup> 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, and identify 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 Pre-Algebra:**

This course will follow the Indiana Academic Standards for 8<sup>th</sup> 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, and understand 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 and identify 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

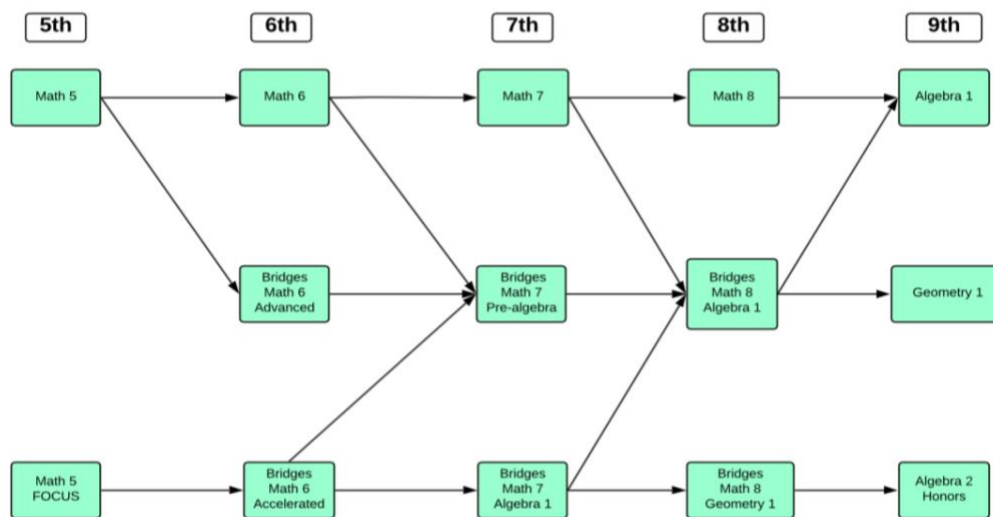
Algebra 1 provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is 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. The use of graphing calculators and computer drawing programs is encouraged.

### Noblesville Schools Math Sequence



# SCIENCE

## Science 6

Sixth 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-taking skills, deep/close reading, and 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 basic forms of energy as well as speed/motion, 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. NEMS Science emphasizes the many important acts and concepts relating to all living and nonliving 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, Motion/Speed, Forms of Energy, Our Solar System, Ecosystem Structure and Interactions

## Science 7

Seventh grade science class is designed to help students continue to develop the basic skills of a scientist as a direct result of their own activities and through indirect science inquiry events. Important note taking 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 and history, properties of matter, and an introduction to Newton’s Laws of Motion. Various applications of “non-science” areas (math, history, technology, etc.), and connections that are inherent in the overall study of science will be included. 7<sup>th</sup> grade Science tries to emphasize the many important acts and concepts related to all living and nonliving 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/Function, Human Body Systems, Properties of Matter, Structure of the Earth, Rocks/Minerals, Earth History, Laws of Motion

## **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, earth science, and biology, which will lead them to a solid foundation for further science work in high school.

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 by using web sites, articles, and other related texts. This will help students become proficient in laboratory investigations and projects.

Units of study: Atomic Structure/Theory, Periodic Table, Chemical Bonds, Chemical Reactions, Genetics, Evolution, Weather and Climate

## **SOCIAL STUDIES**

### **Social Studies 6**

Sixth grade social studies offer students the opportunity to explore the following topics of: Map Skills, the Government, Trade & Economy, Ancient Rome & Greece, the Middle Ages, Renaissance, Industrial Revolution, Modern Europe, Canada, and Latin America. Students will compare the history, geography, government, economic systems, current issues, and cultures of the Western World.

### **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 the Southwest Pacific. 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 study the history of the United States from the European colonization of North America to the period of reconstruction after the American Civil War. The course analyzes the geographic impact, socio-economic conditions, and a diverse number of people groups, while studying the basics of the US Constitution.

## 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 8<sup>th</sup> 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 language learning and show a willingness to experience various aspects of the culture. Students will have the opportunity to: respond to and give oral directions and to make routine requests in the classroom and public places; use appropriate forms of address; ask and answer simple questions and participate in brief conversations; read isolated words and phrases in situational contexts; read short narratives on simple topics; write familiar words and phrases in appropriate contexts and respond in writing to various prompts.

### New Enrollment Students seeking High School Credit for Spanish 1 class

1. If a student enrolls during the 1st quarter without any prior Spanish curriculum enrollment, the Spanish teacher will review all missed work and concepts. Teacher will work with the grade level School Counselor to determine if the 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 the 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 the first semester, administration, 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 INFORMATION TECHNOLOGY

### **Business Information Technology 6, Exploring Colleges and Careers**

In this course, 6<sup>th</sup> grade students will explore computer science (commonly referred to as coding). Using a nationally recognized curriculum, Code.org, students will learn fundamental programming languages such as HTML and CSS. Students will begin to view websites as a tool for personal expression through creation; rather than consumption. All of our class activities encourage students to think creatively, reason systematically, and work collaboratively

### **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, team-work, 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.

## PROJECT LEAD THE WAY (PLTW)

Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow. During this transitional time, PLTW Gateway's units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. As students engage in PLTW's activities in computer science, engineering, and biomedical science, they see a range of paths and possibilities they can look forward to in high school and beyond.

### **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.

### **7<sup>th</sup> 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.

### **8<sup>th</sup> 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 6<sup>th</sup> 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 7<sup>th</sup> 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 higher 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 21<sup>st</sup> century skills that enhance the total education of the child.

### **Exploring Music 6: World Drumming**

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 and will experience a variety of musical styles. They 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.

### **Exploring Music 7: Xylophones**

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, and identifying the instruments and culture, while having greater respect for the people represented through the traditions studied.

### **Exploring Music 8: Guitar**

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



## **PHYSICAL EDUCATION & HEALTH/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 6<sup>th</sup> 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**

# PERFORMING ARTS

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

# 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 attempting 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 prerequisite 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' needs 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.)

## **Academic Lab**

Academic lab is a class for students with an IEP who need additional support in reaching their goals. The class will be led by the Teacher of Record. This class will take the place of an elective. The focus will be on helping students attain academic and behavioral success. Work will focus on reviewing what students are doing in the general education classroom, strategies to help them succeed in class, and additional work towards their individual goals. This class will be in a smaller setting for 6 - 12 students

## ENRICHMENT

Enrichment courses are the options at the beginning of the day designed to provide experiences beyond the required curriculum, in order to engage 7<sup>th</sup> & 8<sup>th</sup> grade students in an exploration of their own talents & interests. 6<sup>th</sup> grade students are assigned to one of their team teachers for East Time each day. 7<sup>th</sup> & 8<sup>th</sup> grade 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 East Time. Enrichment opportunities may 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

# 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?** The advisory group will be comprised of the same grade level students. 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 2 times per week during their scheduled East Time.

**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).



ADVISORY THEMES	
Getting to Know Advisory, Ourselves, & Others	Neuroscience <i>Focus on how our brain is wired and primed to learn</i>
Academic Skills <i>Focus on organization, study skills and academic motivation</i>	Diversity <i>Focus on how our world is diverse and different and how we can celebrate diversity</i>
Integrity <i>Focus on anti-bullying, friendships and standing for what is right</i>	Student Success Skills <i>Focus on student success skills including GRIT, Perseverance, Reflection, and Initiative</i>
Self-Care & Stress <i>Focus on how to manage stress &amp; practice self-care</i>	Strengthening our School & Community <i>Focus on school &amp; community success</i>
Communication Skills <i>Focus on how to disagree respectfully, non-verbal communication, and spreading rumors</i>	



# SCHOOL SCHEDULE

Due to COVID-19, East and West middle schools are operating with a reduced capacity of 50% in-person schedule. Middle school students will attend school in-person every other day, while being part of their classes virtually from home on the alternating day. The reduced capacity schedule was developed to address the needed social distancing requirements, multiple class movements, and limited facility space at our secondary schools.

East operates on an EAST A and EAST B Day rotation schedule. Please see below for our in-person day student schedule.

<b>Student Schedule East A/East B In Person Days</b>																																		
<b>8:35</b>	Car rider zone doors open for car riders/walkers and students will report to the cafeteria.																																	
<b>8:50</b>	Bus riders enter building, proceed to lockers & class																																	
<b>9:00</b>	Period 1 begins for all students																																	
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# MILLER WAY STUDENT EXPECTATIONS

The “Millers Are” table represents the cornerstone of our positive behavior interventions and supports systems. The table outlines and clearly defines student expectations for modeling behavior both in and out of the classroom setting.

Noblesville Middle Schools acknowledge that relationships are central to the building of a school community. Administrators, teachers, counselors and other staff may use restorative practices to improve these relationships and student behavior. Restorative practices involve repairing harm done to relationships as opposed to solely utilizing punitive consequences.

## ***Millers Are . . .***

	<b>Classroom</b>	<b>Hallway</b>	<b>Cafeteria</b>	<b>Bus</b>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• Set Goals</li> <li>• Do your best, be your best</li> <li>• Be productive - connect to the task</li> <li>• Listen actively</li> <li>• Cooperate with others</li> <li>• Ask questions</li> </ul>			
<b>Responsible</b>	<ul style="list-style-type: none"> <li>• Be organized</li> <li>• Be on time</li> <li>• Be prepared</li> <li>• Use time productively</li> <li>• Stay on task</li> <li>• Complete all assignments accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hallways passable</li> <li>• Move with purpose</li> <li>• Interact politely with peers and adults</li> <li>• Move quickly and quietly to your destination during class time</li> <li>• Dispose of your trash in proper manner</li> </ul>	<ul style="list-style-type: none"> <li>• Make healthy choices</li> <li>• Be patient and wait your turn to be served</li> <li>• Clean your table</li> <li>• Throw away your own trash</li> <li>• Return your tray to the dish room</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the aisle clear and passable at all times</li> <li>• Stay seated while riding the bus</li> <li>• Follow the directions and procedures of your driver</li> <li>• Be a positive role model</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Listen to others' ideas and opinions</li> <li>• Follow all expectations and rules</li> <li>• Be considerate</li> <li>• Cooperate with others</li> <li>• Treat others like you want to be treated</li> <li>• Be positive</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite</li> <li>• Show patience when the hall is crowded</li> <li>• Stay to the right on the stairs</li> <li>• Respect other's personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Use good manners</li> <li>• Use appropriate tone, volume, and words during conversations</li> <li>• Respect other's personal space</li> <li>• Be patient and wait your turn to be served</li> <li>• Follow the cafeteria supervisors' instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite</li> <li>• Use appropriate tone, volume, and words during conversations</li> <li>• Listen carefully to all directions from the driver</li> <li>• Keep your hands and feet to yourself</li> </ul>
<b>Safe</b>	<ul style="list-style-type: none"> <li>• Stay in your personal space</li> <li>• Use materials and equipment appropriately</li> <li>• Follow emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Respect others' personal space</li> <li>• Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Eat your own food</li> <li>• Stay seated until you are dismissed</li> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Your back to the back, your seat to the seat</li> <li>• Feet on the floor</li> <li>• Stay in your personal place</li> <li>• Use appropriate volume</li> <li>• Follow all safety rules and directions given by the driver</li> </ul>