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**NOBLESVILLE WEST  
MIDDLE SCHOOL**

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**Program Guide  
2020-2021**

**Noblesville Schools**  
**2020-21 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

**VISION**

Students are

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

**MISSION STATEMENT**

Students in Noblesville Schools engage in a learner-centered culture that seamlessly integrates future-ready skills through authentic, interdisciplinary experiences supported by strong relationships among students, staff, parents, and the community.

**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, 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, sport and personal skills.

**TEAMS**

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 (Language Arts, Math, Science, Social Studies, and Spanish in 8th grade). The teams are heterogeneous – special education and high ability students are on each team.

## **COURSE DESCRIPTIONS**

In the student schedule, you will note that the day is segmented into:

- Core Instruction, which consists of Language Arts, Math, Science, Social Studies, Spanish (8th grade only)
- Diversified Arts, which includes all Art, Music, Wellness, Business/Technology, and Project Lead the Way courses
- Performing Arts, which includes Band, Choir, and Strings
- Intervention courses, 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: Literacy Lab, Math 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 a study hall.

ALL Middle School courses are aligned with the Indiana Academic Standards:

<https://www.doe.in.gov/standards>

## **LANGUAGE ARTS**

### **Language Arts 6**

The 6th grade Language Arts curriculum focuses on three 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, 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**

Under the umbrella theme of Choices, students will learn and practice strategies that will develop their critical thinking, reading, writing, and speaking / listening skills. Readings, both fiction and non-fiction, include articles, short stories, excerpts, novels, and poems. Most writings and discussions require that students defend their own arguments with evidence from their texts. Units are organized to focus on gaining skills and knowledge as both readers and writers. Specific units include how to “navigate” an existing text as a reader, how to “use” an existing text as a writer, how to “manipulate” an existing text into a new creation to tell a story and how to research information about a great leader in order to give a presentation to an audience . Students will also read independent books consistently throughout the year to practice and apply new skills and knowledge in a workshop format.

## **Bridges Language Arts 7**

Students who have been identified in sixth grade for the Bridges program will participate in Bridges Language Arts 7. Under the umbrella theme of Choices, students will learn and practice strategies that will develop their critical thinking, reading, writing, and speaking / listening skills with a variety of complex and higher-level texts. Students consistently participate in large and small group discussions about their readings and writings, which allows for learning to be interactive and collaborative. Students will often defend their own arguments with specific and thoughtful evidence from texts. Specific unit themes of the course are Navigation, Impact, Transformation, and Influence. Independent reading will also be a consistent occurrence to practice and apply new skills and knowledge. Students will also read independent books consistently throughout the year to practice and apply new skills and knowledge in a workshop format.

## Language Arts 8

Language Arts 8 focuses on using instructional strategies, including but not limited to reading/writing workshop, 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

### 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, 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 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, 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 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, 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 and 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.

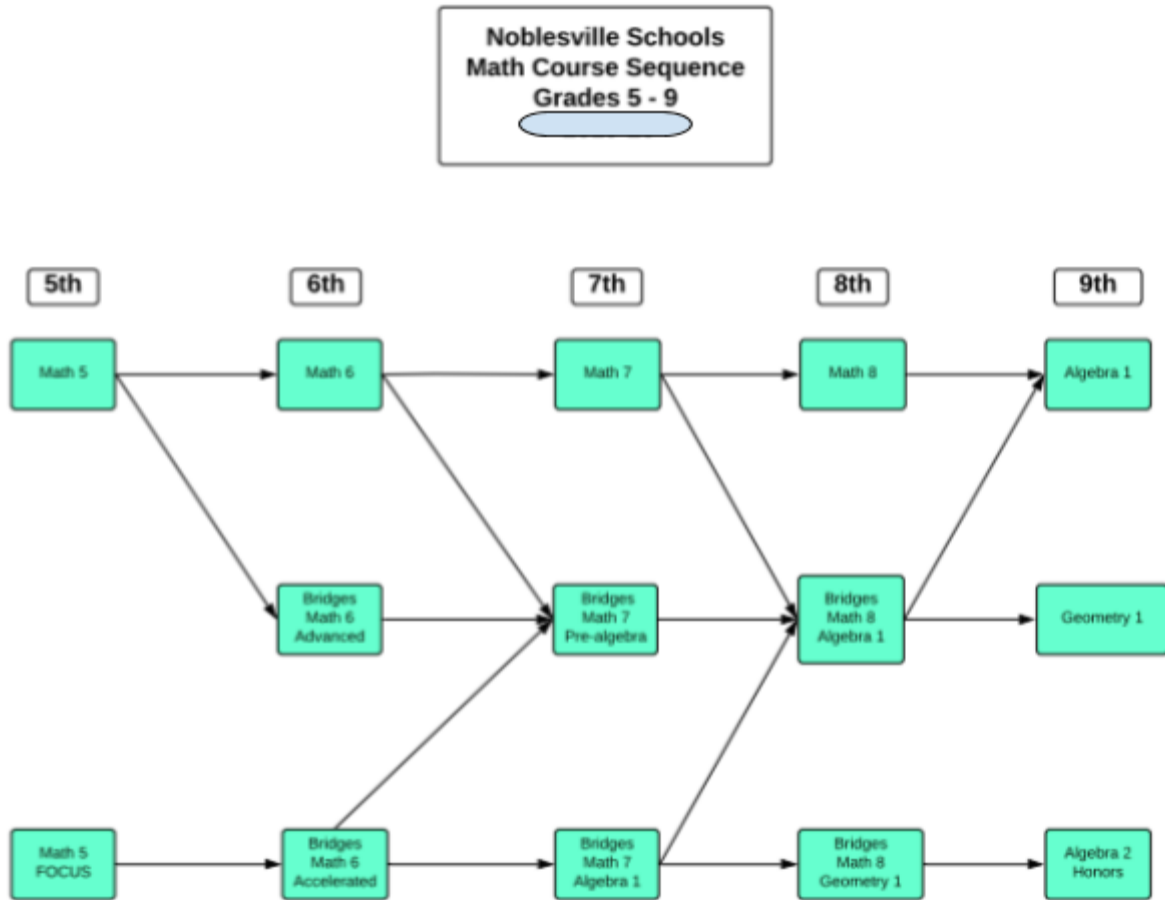
**Math 7 Bridges/Math 8 Advanced/Algebra 1:** This course will follow the Indiana Academic Standards for Algebra 1.

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

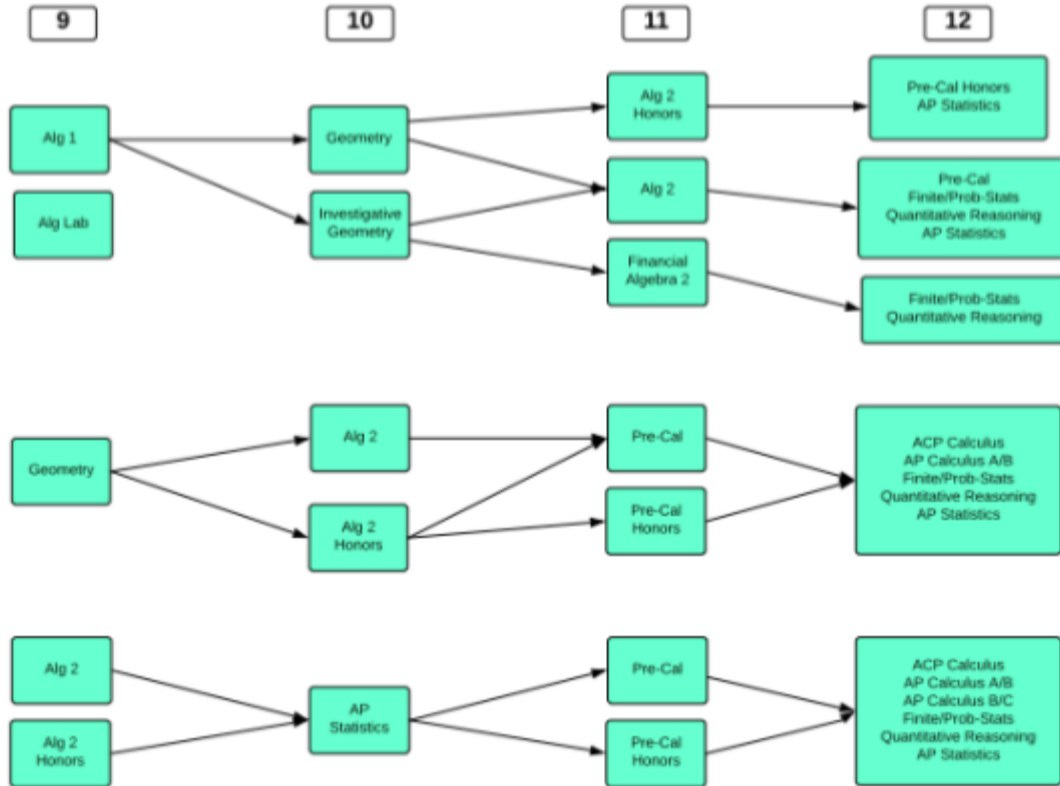
## Geometry.

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 9 - 12**



**SCIENCE**

**Science 6**

NWMS 6<sup>th</sup> 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, 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), basic forms of energy and energy transformations, types and properties of waves, 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. NWMS 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: Methods of Science (metrics, graphs, etc.), Motion and Energy, Understanding Waves, Exploring the Universe, Interactions of Life (ecosystems/biomes)

## **Science 7**

NWMS 7<sup>th</sup> grade science class is structured to help students solve problems using design-based thinking and engineering skills as a direct result of their own activities, and through indirect inquiry events. Literacy skills, discussions, labs, and creative applications will be integrated throughout the year.

Activities will include investigative science, earth science, cell biology, states of matter, and physics of motion. In addition, integration of “non-science” areas (math, history, technology, etc.), and connections of science are included.

Students work to increase scientific literacy through reading comprehension, writing strategies, and a wide variety of content oriented methods. Standards based lab activities and projects are tied directly to the curriculum.

Units of study: Science Skills, Scientific Method, Rocks & Minerals, Earth’s Structure, Geologic Time, Plate Tectonics, Life Characteristics, Cell Biology, Human Body Systems, States of Matter, Physics of Motion

## **Science 8**

NWMS 8<sup>th</sup> 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 in nature of science, engineering technology, chemistry, biology, and environmental science.

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: Nature of Science, Atomic Structure, Periodic Table, Chemical Bonds, Chemical Reactions, Genetics, Evolution, Water Cycle, Climate Patterns, and Human Impact on the Environment.

## **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 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 & public places; use appropriate forms of address; ask and 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 and respond in writing to various prompts.

## **DIVERSIFIED ARTS: BIT, PLTW, Visual Arts, Exploring Music**

### **Business Information Technology**

#### **6th Grade BIT**

In 6th grade Business and Information Technology, students will explore computer science (commonly referred to as coding). Using a nationally recognized coding 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.

#### **7th Grade BIT**

At the 7th grade level of Business and Information Technology, students will be introduced to personal financial literacy. They will not only learn the basics of financial responsibility, but what it takes to achieve desired levels of success throughout their lifetime. The course begins with the cornerstone of personal finance: understanding your individual values, needs, and wants. From there, students will learn how to set appropriate goals and make smart decisions. The second half of the course will engulf students in the world of commerce. Savings plans, major expenditures, comparison shopping, e-banking, and credit cards are just a few of the key topics students will focus on.

#### **8th Grade BIT**

Business and Information Technology in 8th grade will focus on career-oriented topics. Students will work on developing their soft skills and establish a deeper understanding of their personality profile in relation to future jobs and occupations. This will include the fundamentals of career research (for both short-term and long-term personal objectives) as well as best-practices for building a strong financial foundation. Résumés, interview tactics, applications, and a variety of other forms will all be examined in this course. Every student's goal is to have the skills and tools they need to obtain their first job in high school.

## **PLTW - Project Lead the Way**

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**. And 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.

### **Design and Modeling (6<sup>th</sup> Grade)**

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

### **Automation and Robotics (7<sup>th</sup> Grade)**

Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program moving signs, dragsters, and more.

### **Medical Detectives (8<sup>th</sup> Grade)**

Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

## **Visual Arts**

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 - 6th grade**

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 - 7th grade**

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 - 8th grade**

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.

## **EXPLORING MUSIC**

### **World Drumming - 6th grade**

Expanding on elementary music experience and knowledge, students will review basic elements of music, exploring music through the multifaceted world of percussion.

This course will focus 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. Students will develop music and percussion skills including, but not 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.

### **Xylophones - 7th grade**

Expanding on previous music experience and knowledge, students will review basic elements of music, exploring music through the multifaceted world of xylophones and other mallet instruments.

Students will participate in collaborative percussion ensembles in the style of various musical styles including Orff. Students will develop music and percussion skills including, but not limited to: proper mallet technique, an understanding of keyboard geography, rhythmic composition, ensemble technique, and improvisation.

### **Guitar - 8th grade**

Continuing to expand on previous music experience and knowledge, 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 hand and right hand), song learning, note reading, rhythmic skills, fingerboard geography, musical style, interpretation, tuning, simple chords, reading tablature, performing simple improvisation, and composition. Students will learn to use electronic media resources like Finale to enhance their learning. Students will experience this through the context of folk and popular music with an emphasis on music from the United States.

## **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.

### **Strings 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 are designed to take students with no previous musical experience to becoming proficient vocalists.

## **WELLNESS**

Wellness is divided into 2 components, based upon Indiana 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 locomotor (traveling actions), non-locomotor (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 and 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 (BSD)**

Basic skills development is designed to assist students develop executive functioning (EF) and social 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 a 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 and 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, students will participate in a study hall. Enrichment opportunities may include:

- Show Choir
- Jazz Band
- Strings Honors Ensemble
- Yearbook
- Studio Announcements

## **NWMS DAILY SCHEDULE 2020-21**

For the 20-21 school year, the schedule has changed to adapt to the COVID-19 return to school plan. Middle school students who choose in-person instruction will attend on a 50% schedule, alternating days in the school building with learning at home. Students will be divided into two houses, West House and Miller House, so they know which day to attend. Please visit the [NWMS website](#) for updated daily schedules, house calendars, and more information.