

# **SHELTON INTERMEDIATE SCHOOL COURSE SELECTION BOOKLET 2017-2018**



## **MISSION STATEMENT**

Through shared *leadership*, the Shelton Intermediate School fosters student growth by means of diverse and challenging educational opportunities. With the *teamwork* of our staff, parents, and community, we commit ourselves in providing a comprehensive educational experience with high academic standards for all students. We commit to developing successful citizens in an ever-changing global society through a learning environment that has a *focus* of respect, responsibility, and safety.

## **GOALS OF SHELTON INTERMEDIATE SCHOOL**

The goal of Shelton Intermediate School is to increase student performance in the areas of literacy, numeracy, and inquiry, through consistent implementation of best instructional based practices, which address 21st century skills, are supported by data, and are measured through standards based assessments.

Dear Parents / Students:

Welcome to Shelton Intermediate School (SIS). The “Middle School” years are a unique period of time during which a tremendous amount of social, emotional, physical, and intellectual growth occurs within our students. To assist them during their years spent at SIS, we have developed a comprehensive academic program. Our academic program is designed around a set of learning principles, or core beliefs, which frame the concept of “learning for understanding” in which students are challenged to apply their knowledge in a variety of contexts.

Our goal at the Intermediate School is to offer a varied and expanded program, dedicated to excellence. All students receive a developmentally-appropriate academic program that also allows for exploration experiences. Students will be exposed to an expanded program, structured to meet their academic, developmental, and pre-vocational needs.

The basic core program is standard for all students, focusing on our core subjects--Language Arts, Mathematics, Science, and Social Studies. All students will take these four core courses five times a week. With the exception of Algebra, every class is heterogeneously grouped with differentiated instruction to meet the needs of the students. In addition to the core courses, all students will take the Strategies to Improve Skills (S.I.S.) course. SIS meets every other day for the full year. Within SIS, students receive either remediation in reading and math or enrichment opportunities. The faculty and staff at the Intermediate School are trained to provide the best educational opportunities for the pre-adolescent student.

Physical Education and Health are required courses. The Physical Education class meets every other day for three marking periods. Health consists of a course that meets every other day for one marking period. Each grade level includes a Family Life Health unit within the general health curriculum.

Students are given the opportunity to select their Unified Arts courses as electives. These courses are offered as half-year courses. Grade 8 students, who qualify, may elect to take French or Spanish for a full year. All of our UA courses are weighted and affect student averages, as well as impact the honor roll.

The SIS staff is committed to providing your child with every opportunity to feel success and happiness here at the Intermediate School.

The following pages will give you an overview of the school's program and an explanation of the various courses. If you have any further questions, please contact our guidance counselors at 203-926-2000.

Sincerely,

***Kenneth D. Saranich***

Kenneth D. Saranich  
Headmaster

# **CORE ACADEMIC PROGRAM**

## **GRADE 7**

### **LANGUAGE ARTS 7**

Language Arts instruction, which encompasses reading and writing, is delivered through the workshop model. This model of instruction allows students to gain the benefits of reading and writing by self-selection, self-pacing, and time spent working collaboratively and independently. The teacher demonstrates how to explore literature and supports student-led discussion groups. Students gain the knowledge to understand literature on multiple levels and respond to it thoughtfully. The ultimate goal of the workshop model is for students to become successful independent readers and writers as this format promotes the gradual release of responsibility from teacher to student. The components of a lesson include a mini-lesson, independent practice/small-group collaboration, and a final share/wrap-up. Units of study for seventh grade include Fiction, Narrative Writing, Informational Evaluation and Argumentative Writing, Assessment Strategies, Genre Study, and Informative Writing. Embedded in each unit is the instruction of literary devices, vocabulary, and grammar. The Language Arts curriculum is based on the Common Core State Standards and current best practice of literacy instruction.

### **MATHEMATICS 7**

The seventh grade Mathematics course is designed to prepare students for Algebra as either an eighth or ninth grader. The major domains covered are Number Systems, Expressions and Equations, Ratios and Proportional Relationships, Geometry, and Statistics and Probability. This course reinforces foundational skills while emphasizing problem solving in real-life applications. Algebra is introduced as a strategy to solve problems in each unit. Students are encouraged to justify and support their conclusions using the mathematical practices. This course is designed to prepare students for success in either eighth grade Pre-Algebra or Algebra I. The math curriculum is based on the Common Core State Standards and mathematical practices.

### **SCIENCE 7**

The Science program has evolved to include disciplines of life and earth sciences. Students will understand and apply basic concepts, principles, and theories related to the Nature of Science, Cell Structure and Function, Human Body Systems, Natural Selection and Adaptation and Earth Systems. Teachers prepare their students to become active learners. A vital part of science is its connections to the other subject areas. Teachers utilize interdisciplinary connections when applicable.

A central focus for the Science program is on scientific inquiry and literacy. Cooperative group work, content-area writing, research, experimentation, hands-on activities, and collaborative projects provide students with opportunities to investigate and explore topics of relevance and develop their understanding of essential science concepts. In grade seven, students also participate in CMT performance tasks and CAPT related activities in preparation for the district and state assessments and courses of study at Shelton High School. The SIS science curriculum is aligned to the CT Science Frameworks and Next Generation Science Standards (NGSS) which provide

students with a foundation to develop knowledge and understanding of scientific ideas and access to rigorous learning opportunities based on best instructional practices.

## **SOCIAL STUDIES 7**

The primary aim of this course is to view, in historical perspective, the role of the United States as a champion of liberty, democratic values, the free enterprise system, and the republican form of government. Teaching strategies will focus on geography, literacy, and inquiry skills, as well as analyzing and interpreting historical primary sources documents. Areas of study include the colonization of North America, French and Indian War, Revolutionary War, the Constitution, Early Republic period, westward expansion, slavery in the United States, and the events leading to and including the Civil War. The study of these periods of Early American history will provide a firm foundation for Social Studies in eighth grade.

# **GRADE 8**

## **LANGUAGE ARTS 8**

Language Arts instruction, which encompasses reading and writing, is delivered through the workshop model. This model of instruction allows students to gain the benefits of reading and writing by self-selection, self-pacing, and time spent working collaboratively and independently. The teacher demonstrates how to explore literature and supports student-led discussion groups. Students gain the knowledge to understand literature on multiple levels and respond to it thoughtfully. The ultimate goal of the workshop model is for students to become successful, independent readers and writers as this format promotes the gradual release of responsibility from teacher to student. The components of a lesson include a mini-lesson, independent practice/small-group collaboration, and a final share/wrap-up. Units of study for eighth grade include Poetry, Narrative Writing, Argumentative Writing, Nonfiction, Assessment Strategies, Informative Writing, and a Close Study of an Anchor Text. Embedded in each unit is the instruction of literacy devices, vocabulary, and grammar. The Language Arts curriculum is based on the Common Core State Standards and current best practice of literacy instruction.

## **MATHEMATICS 8**

The eighth grade mathematics course is Pre-Algebra. The major domains covered are Number Systems, Expressions and Equations, Functions, Geometry, and Statistics and Probability. This course reinforces basic skills while emphasizing problem solving in real-life situations. Algebra is utilized in each unit. Students are encouraged to justify and support their conclusions using the mathematical practices. Students successfully completing this course will be prepared to take Algebra I as high school freshmen. The math curriculum is based on the Common Core State Standards and mathematical practices.

## **ALGEBRA 1**

This course is designed for those students who have demonstrated mastery of seventh and eighth grade standards. Admission to the course is based on a review of the student's entire math profile including but not limited to performance in class and on state and district assessments.

In this course, students will engage in the formal study of algebraic concepts with a focus on problem solving, real-world application, modeling, and the appropriate use of technology. Course content includes the study of real numbers, variables, equations, inequalities, linear and quadratic functions and their graphs, systems of equations, polynomials, and data analysis. Current methods of teaching mathematics indicate that the ownership of a graphing calculator is highly beneficial for this course. Students successfully completing this course will be awarded SHS credit and will be able to take Algebra II in 9<sup>th</sup> grade.

## **SCIENCE 8**

The Science program has evolved to include disciplines of physical, life and earth science. Students will understand and apply basic concepts, principles, and theories related to and Genetics, Forces and Motion, Matter and Interactions, Earth and Space Science. Teachers prepare their students to become active learners. A vital part of science is its connections to the other subject areas. Teachers utilize interdisciplinary connections when applicable.

A central focus for the Science program is on scientific inquiry and literacy. Cooperative group work, content-area writing, research, experimentation, hands-on activities, and collaborative projects provide students with opportunities to investigate and explore topics of relevance and develop their understanding of essential science concepts.

In grade eight, students also participate in CMT performance tasks and CAPT related activities in preparation for the district and state assessments and courses of study at Shelton High School. The SIS science curriculum is aligned to the CT Science Frameworks and Next Generation Science Standards (NGSS) which provide students with a foundation to develop knowledge and understanding of scientific ideas and access to rigorous learning opportunities.

## **SOCIAL STUDIES 8**

The primary aim of this course is to view, in historical perspective, the role of the United States as a champion of liberty, democratic values, the free enterprise system, and the republican form of government. Teaching strategies will focus on geography, literacy, and inquiry skills, as well as analyzing and interpreting historical primary sources documents. In this course, we find the United States emerging as a world power and explore our place in the global community. Areas of study include immigration, overseas expansion, the Great Depression, World Wars I and II, Cold War conflicts, Vietnam War, and present day issues. Completion of the eighth grade program will provide a sound foundation for Social Studies courses at the high school level.

# **STRATEGIES TO IMPROVE SKILLS (S.I.S.)**

Strategies to Improve Skills (SIS) is the Shelton Intermediate School's SRBI (Scientific Research-Based Interventions) program. SIS is an approach to education designed to ensure that all students receive high-quality instruction in the general education curriculum, as well as targeted interventions for those students who may benefit from additional academic assistance. All students attending Shelton Intermediate School take SIS every other day for the full year. Every level (or tier) is designed to support and/or enhance the student's education.

SRBI is a way to provide support and instruction to all students at their different learning abilities. Student progress is monitored, and decisions regarding instructional strategies and other learning supports are determined for the student. SRBI is most commonly used in addressing needs in the areas of reading, math, and behavior. A "continuum of support" is developed by the school, and programs are designed to meet students' needs.

The SRBI framework has three "tiers." Each tier provides differing kinds and degrees of support. The program provides individualized instruction for students who need the most support. It provides help for students who need more support than they are receiving from the general curriculum, while it also allows enrichment opportunities for those students who do not need additional support.

Tier 1 is the general curriculum received by all students. Students who do not require additional support in reading or math will have other academic opportunities during SIS. These students will have the opportunity to work independently and collaboratively on project-based assignments aligned with the content curricula and state standards. Each class is designed using a module approach in which students are engaged in enrichment learning tasks to enhance their understanding of the content material. The modules focus on developing and improving students' skills in the areas of literacy, research, experimentation, STEM, civics, economics, geography and history.

Students will also be instructed in information and computer literacy in the areas of: search engines (Destiny, iConn, Shelton Public Library), online privacy and safety, digital media, cyberbullying, copyright laws, and how to submit work to an online authenticity website (turnitin.com). Students will also produce google slides and forms, prezis, glogsters, and remixes, honing their presentation and research skills. Students will practice finding and evaluating sources. The TRAILS and keyboarding assessments will be used to measure growth.

Tier 2 Reading and Math interventions are delivered by the Language Arts and Math teachers every other day. During this period, instruction is focused on learning strategies and concepts. Differentiation is based on students' individual needs.

Tier 3 Reading and Math interventions are delivered by the Reading and Math Specialists. During this period, instruction is focused on learning foundational strategies and concepts. Students are given individualized or small group instruction based on their needs.

# **HEALTH / PHYSICAL EDUCATION**

## **HEALTH 7**

The purpose of the seventh grade health program is to aid the students' growth in self-confidence and to discuss vital issues concerning students today. Students develop and learn skills in communication, the group process, and decision making. Units covered are social responsibility, drugs, alcohol and smoking, personal development and self-esteem, family life, and disease prevention.

## **HEALTH 8**

Eighth grade health follows the developmental health unit introduced in grade seven. The family life unit addresses sexually transmitted diseases, including AIDS, and sexual responsibility. Students continue to explore the harmful effects of drugs, alcohol, and tobacco. They also discuss developing coping skills, learning to recognize the importance of the self-concept, and the dynamics of peer group pressure.

## **PHYSICAL EDUCATION**

The physical education program provides opportunities for participation in a wide range of activities with an emphasis on the area of fitness. Components of flexibility, strength, and endurance are stressed. In addition, each student is given an opportunity to improve his or her skill level in a program designed to teach techniques by demonstration and practice. There is an emphasis on team sports at this level, and a basic understanding of the rules and strategies of each sport is introduced and developed. The program also attempts to promote growth in the area of social interaction by encouraging positive attitudes and behaviors relating to sportsmanship, self-control, and teamwork.

# UNIFIED ARTS ELECTIVES

## MUSIC

### BAND

This class is for those students who want to play an instrument and perform! If you play a band instrument (flute, clarinet, saxophone, trumpet, trombone or percussion) and you have taken at least one year of lessons on one of these instruments (in school or privately), then you are invited to sign up and be a part of the SIS Viking Band. Some students may even be eligible to learn new instruments such as: *piccolo, bass clarinet, tenor sax, bari sax, french horn, baritone or tuba*. Percussionists will learn how to play mallet percussion as well as at least 15 other *new* percussion instruments.

Band students rehearse with the full band every week during Flex and with smaller groups during the day as part of the Band class. Time will be spent playing and rehearsing for performances and also learning how to become better musicians. Some performances we do every year are:

- Music in the Parks Festival at **Lake Compounce** - we perform for judges and compete against other schools and then spend the rest of the day at Lake Compounce (*We Won 1st Place Last Year!*)
- Winter and Spring Concerts at SIS
- Recruiting concerts for Perry Hill School
- Parades - including Memorial Day (Shelton/Derby) and the Barnum Festival Great Street Parade (Bridgeport)
- Other school events like assemblies, the student-faculty basketball game, and more!
- We even do other field trips throughout the year such as going to see the United States Coast Guard Band at their base in New London, CT.

If you want to be in the SIS Band, then you **MUST** sign up to take it as a class.

### JAZZ CHOIR

Get a head start on your dreams by signing up for Jazz Choir. Imagine yourself center stage singing popular songs with your peers who share the same interests! Learn how to sing with an experienced singing coach/teacher and join us for our annual field trip to Lake Compounce "Music Festival in the Parks." If you have a passion for playing piano, guitar or drums, you can be our accompanist. So, if you would like to learn how to sing and have fun, sign up for Jazz Choir!

### MUSIC PRODUCTION

The Music Production course will give students the opportunity to learn and explore music through the use of modern technology. Students will create original projects using the following media devices and software: iPhones, iPods, iPads, iMacs, Android devices, Garageband, Audacity, YouTube, Soundcloud, iMovie, Light and Sound Boards, Recording devices and DJ Equipment. This course will teach the fundamentals of playing the piano and reading/notating music in order to write original songs and play popular music. Students will listen to different genres of music and explore the effect it has had on music history, society and culture.

In-class projects will include Commercials, Audacity Music Mash-ups, Professional Radio Edits, YouTube-Quality Music Videos, Original Songwriting, Trailers, and hands-on training in the auditorium working technical aspects of lighting, sound, and backstage direction.

***No previous musical experience is necessary, just a positive attitude and a willingness to learn.***

## **WORLD MUSIC TOUR**

“Jam out loud” as students learn how to play drums along with the fundamentals of music. Students will listen to and discuss different types of Classic Rock and Roll songs and their remakes. The students will collaborate to create songs, including lyrics, to express themselves in creative writing, for example: rap, rock, pop, etc. They will write a rhythm composition while playing on percussion instruments from around the world. They will participate in hands-on activities such as drum circles, Rock Band, and also create CD covers of their favorite musical artists. The teacher will demonstrate a history timeline of rock legends. As a final project, the students will choose their favorite band or musical artist and create a timeline of that artist’s life. This course will give students the skills to enter a higher level of learning, such as music technology.

# **HUMANITIES**

## **EXPLORING WORLD CULTURES**

Exploring World Cultures is an introductory course focusing on languages and cultures. Take a trip around the world from one cultural theme to another while examining various languages and aspects of culture including foods, holidays, current events, people, and other traditions. Accepting diversity, and gaining a better understanding of our world's cultures and its people is our goal.

These topics are studied through individual exploration and group activities. Therefore, students taking this class should be self-motivated, curious, and able to work well independently.

## **REAL LIFE APPLICATIONS**

The purpose of this class is to help the students develop an awareness of appropriate , socially acceptable behaviors. A counseling component combined with study skills will be provided. Enrollment into this course is by PPT decision. This class is in lieu of an elective and SIS and will occur 5 days a week.

## **THREE-DIMENSIONAL ART & DESIGN**

This course emphasizes experiences in ceramics and 3D sculpture. This course is also for the students who seek experience in drawing and design. Ceramic experiences will include hand-built construction using the methods slab, coil and pinch as well as the basics of firing, glazing, and decorating clay for half of the school year. The other half of the year students will create artwork by exploring and applying the elements of art and principles of design.

## **TWO-DIMENSIONAL ART & ILLUSTRATION**

In this course, students will build their repertoire of art skills in drawing, painting, and mixed media. Students will learn about prominent fine artists and illustrators and discuss various art and design related careers. A strong focus will be placed on visual communication and storytelling through art.

# **S.T.E.M. (Science, Technology, Engineering, and Math)**

## **BUSINESS TECHNOLOGY**

In this introductory course, students will explore the “World of Business.” A variety of topics will be covered such as Stocks, Economics, Management, Marketing, Businesses in the U.S., and International Business. Internet activities, newspapers, and media clips are used daily to reinforce each lesson and to provide current business and economic events. Projects include creating your own business, inventing a product and preparing for a business trip to another country.

This course will serve as a background for other business courses students may take in high school and in college and will make them better informed citizens for an expanding global economy.

## **COMMUNICATIONS TECHNOLOGY**

This course is designed to introduce students to the concepts of communications technologies with an emphasis on digital photography, video recording and editing, and marketing and design. In each case, the social importance and recent advancement in these media platforms are explored.

In this class, students are given a unique opportunity to experience the real world of communications with the use of Shelton Intermediate School’s in-house studio. Students learn through the basic concepts of hands-on activities with an emphasis on teamwork and cooperation. Students can explore the talent and engineering knowledge required for on-camera work, as well as the engineering knowledge required for off-camera studio and editing activities.

## **THE LIFE LAB - (Agri-Science Course)**

Interacting with the SIS Community Garden and the indoor aquaponics center, students will investigate, discover, and analyze many aspects of the plant growing process. During the course, students will gain an understanding of plant anatomy, photosynthesis, and gardening basics. Students will take an active part in both the aquaponics crop production as well as the Community Garden. Students will truly understand the idea of “seed to table” and will be involved in the entire growing process from planning the garden, instituting their design, harvesting their produce, and finally the retail sales process. Students will investigate and analyze the current state of the standard American diet and will be empowered to make positive, healthy food choices. Lastly, The Life Lab comes full circle as students will be introduced to basic cooking concepts and the creation of simple, healthy meals.

## **INVENTOR'S LAB**

This course will appeal to the motivated and independent learner that is willing to take on the challenge of solving 21st century problems through hard work and collaboration.

Students enrolled in the Inventor's Lab will be engaged in the “4 P’s of Creativity”, Projects, Peers, Passion, and Persistence. Developed on a belief that creativity is not only a valuable academic tool but also a life skill, students in this course will explore several modules including, [LittleBits Electronics](#), Circuit Design through [virtual](#) and hands-on [breadboarding](#), [3D Design and Printing](#), and [Coding](#).

In the LittleBits Electronics module, students will follow an engineering design process to create original solutions to real world problems. Circuit Design will engage student in exploration and design of virtual electronic circuits followed by the actual construction of their design. The 3D Design and Printing module will utilize 3D design software to model products that will be

manufactured through the use of 3D printer technology. Using [Scratch](#), students will learn to create with code and then invent a Human Interface Device (HDI) to interact with their program.

## **WORLD LANGUAGES**

*World Language is an accelerated program. The World Language program requires a full year commitment to the specific language of the student's choice. In both courses, a student must be proficient or better in Language Arts and Math.*

### **FRENCH I**

French I is a full-year course that stresses the communication skills of language. Units are based on topical vocabulary of daily life situations with appropriate grammatical structures taught through conversational patterns. Successful completion of the French I program will enable the student to take French II in ninth grade. Continued study of French throughout high school will provide the opportunity to take up to two UCONN French courses.

### **SPANISH I**

Spanish I is a full-year course that stresses the communication skills of language. Units are based on topical vocabulary of daily life situations with appropriate grammatical structures taught through conversational patterns. Successful completion of the Spanish I program will enable the student to take Spanish II in ninth grade. Continued study of Spanish throughout high school will provide the opportunity to take Advanced Placement Spanish in twelfth grade.

# SIS COURSE SELECTION SHEET

Student Name: \_\_\_\_\_

Team: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Students are given the opportunity to select two electives for Unified Arts courses and two alternates Unified Arts courses. All electives are offered as **half-year** courses meeting every other day (with the exception of *students who qualify may elect to take French or Spanish for a full year*). Descriptions of these courses are located on pages 7-11 of the course selection booklet.

Procedure: After reviewing the course selection booklet, please list two electives and two alternate courses selected from pages 7-11.

## **Unified Arts Electives:**

1. \_\_\_\_\_

2. \_\_\_\_\_

## **Unified Arts Alternate Courses:**

1. \_\_\_\_\_

2. \_\_\_\_\_

Once completed, students will turn in the course selection sheet to their homeroom teacher. Registration will be completed during the school day with the student's homeroom teacher through the Infinite Campus student portal.

\_\_\_\_\_  
Parent/Guardian Signature

*(Although every effort is made to accommodate requests, please understand that schedule constraints may prohibit us from fulfilling all requests.)*