

# TERMAN MIDDLE SCHOOL

Program of Study  
2005-2006



Home of the Tigers

**PALO ALTO UNIFIED SCHOOL DISTRICT**

**PALO ALTO UNIFIED SCHOOL DISTRICT**

**TERMAN MIDDLE SCHOOL**

**PROGRAM OF STUDY  
2005 - 2006**

**GRADES 6, 7, 8**

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# INTRODUCTION

## MIDDLE SCHOOL COURSE OVERVIEW

### COURSES

#### GRADE 6\*

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

#### GRADE 7\*

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

#### GRADE 8\*

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

\* *All students will have homeroom / advisory.*

**NOTE:** Students and their parents have several important decisions to make in planning a school program. No catalog can answer all your questions, so don't hesitate to speak to your teacher or counselor to get more information or assistance.

### GUIDANCE DEPARTMENT

**6<sup>th</sup> Grade: 354-1408**

**7<sup>th</sup> & 8<sup>th</sup> Grade: 354-1406**

**PLEASE NOTE:** This catalog must be produced before decisions about budget and staffing are made for the 2005-2006 school year. Although we hope to offer all of these classes, we may have to cancel some. We will cancel any which do not have sufficient enrollment (30 students in most cases.) It is **very important** that students indicate their elective choices in the order desired, so that we can give them an elective they choose.

# SIXTH GRADE PROGRAM

Sixth grade core (five periods of the day) covers the subjects of English/language arts, History/social studies, science, and math. Teachers are grouped in two- or three-member teams.

**English** – Students integrate the English/language arts skills of reading, writing, speaking, and listening within the context of units created around Core literature. Students experience all skills within the context of a given unit. In 6<sup>th</sup> grade, the Core literature includes *Julie of the Wolves*, *The White Mountains*, D’Aulaire’s *Book of Greek Myths* and various poetry selections. In addition to the Core literature, students experience other literature from approved materials in our bookroom. Students use the grammar textbook, *English 6*, published by McDougal Littell. In addition, students practice grammar and mechanics within the context of writing assignments based on the domains of Autobiographical Incident, Story, and Report of Information. Students practice speaking and listening skills through formal speeches, conversations, and small group discussion. Through portfolios of their work, students practice self-reflection and self-assessment.

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

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

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

During one period, students spend alternate days in **Physical Education** and **Music**. The opportunities in music include beginning and continuing instruction in string and wind instruments, choir, and general music. Sixth grade students have the opportunity to choose the type of music instruction in which they participate.

The remaining period for 6<sup>th</sup> graders is the **Exploratory Wheel**. Students receive approximately six weeks of instruction in Art, Computer Keyboarding, Drama, Home Economics, Industrial Technology, and the Language Transfer Program. These courses will provide students an introduction to courses that they may choose as electives in 7<sup>th</sup> and 8<sup>th</sup> grade.

# SEVENTH GRADE REQUIRED COURSES

**English 7** – All students in grade 7 continue to build their English and Language Arts skills in the areas of reading, writing, listening, speaking, viewing, and visually representing. These abilities are developed within the context of core literature units including novels, short stories, poetry, and a play. Currently, the 7<sup>th</sup> grade core literature is being reviewed with the intention of changing some of the required selections. Students practice the conventions of language (grammar, spelling, punctuation, capitalization, etc.) in required writing assignments, teacher-developed writing lessons, and grammar text lessons. Students practice speaking and listening skills through formal speeches, conversations, individual and group presentations, and small group discussion. Viewing and visually presenting are taught through the use of audio-visual and technological resources and various projects.

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

**Pre-Algebra/Pre-Algebra A** – All students in grade 7 study these mathematical strands recommended by the California Framework: Number and Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis and Probability, and Mathematical Reasoning.

In these courses students will solve mathematical problems, communicate mathematical ideas in both oral and written form, analyze and organize information, evaluate alternative mathematical approaches, and interpret results. Students will compute using paper and pencil, mental arithmetic, and calculators.

Testing to determine whether your child will take Pre-Algebra or Pre-Algebra A will take place in May.

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

**Science 7, Human Biology/Adolescent Skills** – This is a one-year, activity-based course that studies both scientific and social aspects of human life. From the scientific perspective, students study Cells, Genetics, Evolution, the Nervous System (including the effects of drugs), Bones and Muscles, the Circulatory System, and the Reproductive System. Scientific and social aspects of the course will be intertwined throughout the year.

# EIGHTH GRADE REQUIRED COURSES

**English 8** – All students in grade 8 continue to build their English and Language Arts skills in the areas of reading, writing, listening, speaking, viewing, and visually representing. These abilities are developed within the context core literature units including novels, short stories, and poetry. Currently, the 8<sup>th</sup> grade core literature is being reviewed with the intention of changing some of the required selections. Students practice the conventions of language (grammar, spelling, punctuation, capitalization, etc.) in required writing assignments, teacher-developed writing lessons, and grammar text lessons. Students practice speaking and listening skills through formal speech conversations, individual and group presentations, and small group discussion. Viewing and visually presenting are taught through the use of audio-visual and technological resources and various projects. All 8<sup>th</sup> graders are required to complete a portfolio of their work in the core subject areas, including English.

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

**Intro to Algebra/Algebra I** – In grade 8 mathematics students continue their study of the strands recommended by the California Framework: Number and Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis and Probability, and Mathematical Reasoning.

Students continue to use and improve their skills in problem-solving, communicating mathematical ideas in oral and written form, analyzing complex situations, organizing information, using calculators, working independently and in groups.

All students who are successful in their 8<sup>th</sup> grade math course are prepared to enter a high school class that is college preparatory.

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

**Science 8, General Science** – This one-year course is designed to expose students to basic science concepts in three areas: chemistry, astronomy, and physics. Many of these concepts are revisited throughout the year with a variety of activities and different learning approaches. The course is designed to encourage the natural curiosity students possess for the sciences.

# SUPPORT PROGRAMS

Terman offers the programs listed below, which are designed to assist students in increasing their academic success. All of the courses below would replace an elective course.

## **READING ENHANCEMENT**

This class is strongly recommended for any student who is challenged by reading. The class will focus on improving reading skills and strategies for understanding content area textbooks as well as literature. *Please see a more detailed description in the full-year elective descriptions.*

## **MATH WORKSHOP**

This class is strongly recommended for any student who is performing below grade level in math. The class will use a variety of methods to help students gain the skills and knowledge to help them be successful in their math course. *Please see a more detailed description in the semester elective descriptions.*

## **AVID**

Students are placed in this course, with parent permission, based on specific criteria compiled by school personnel. This course is not listed in the elective section, and cannot be signed up for by using the elective sign-up sheet.

AVID (Advancement Via Individual Determination) is designed for students who are performing up to their academic potential. Students will work on enhancing their study skills with the goal of successfully participating in college preparatory classes and eventually attending a four-year university. Students will learn how to advocate for themselves in academic and non-academic situations, which will help them begin to gain access to the same educational opportunities, that already successful students receive. Students will be able to obtain direct assignment assistance, study skills, curricular enrichment, and personal empowerment to feel validated and recognized in the school setting.

## **RESOURCE PROGRAM/STUDY SKILLS**

Students who have an Individual Education Plan (IEP) will be enrolled in a Study Skills class for both 7<sup>th</sup> and 8<sup>th</sup> grade. This class will take the place of one elective course each semester. Study Skills is designed to teach identified students, in the Resource Program, skills and strategies necessary to support organizational skills, provide support for academic classes, and to prepare these students to become self-advocates and independent students. This class is not open to students who do not have an active IEP.

# ELECTIVES

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

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

Note that we have not settled on a structure through which to offer electives for the 2005-2006 school year. That decision, along with the decision on what courses will run, will be made after the data is compiled from the elective sheet.

# FULL-YEAR ELECTIVES

## WORLD LANGUAGES

### FRENCH, GERMAN, JAPANESE, SPANISH

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

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

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

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

### **General Course Descriptions**

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

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

Spanish for Spanish Speakers 1 is designed for students who are native speakers of Spanish and is composed of 7<sup>th</sup> and 8<sup>th</sup> graders. It is to give students knowledge and appreciation of Spanish-American culture and thereby to increase their self-esteem. They will learn to distinguish and value the difference between colloquial and academic language. They will perfect their writing as well as their speaking ability in Spanish. Placement at the high school for 8<sup>th</sup> graders into Spanish for Spanish Speakers 2 is determined by the teacher. A grade of “C” is generally necessary to advance to the next level.

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

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

### **COMMUNICATION**

Communicate in Languages Other than English

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

### **CULTURES**

Gain knowledge and Understanding of Other Cultures

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

### **CONNECTIONS**

Connect with Other Disciplines and Acquire Information

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

### **COMPARISONS**

Develop Insight into the Nature of Language and Culture

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

### **COMMUNITIES**

Participating in Multilingual Communities at Home and Around the World

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

## **Band**

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

Year

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

Placement in the appropriate band will be made by the middle school band directors based on such criteria as: recommendation of the 6<sup>th</sup> grade music teacher, audition by middle school teachers, and the instrument the student plays.

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

## **Choir**

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

Year or Semester

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

## **Orchestra**

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

Year

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

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

## **Reading Enhancement**

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

Year

This class is strongly recommended for students who are challenged by reading. The purpose of the class is to develop and reinforce reading skills and confidence. Vocabulary development and comprehension skills will be emphasized. The class is designed to support reading across the curriculum. Class sizes will be limited.

## SEMESTER ELECTIVES

### Art 1A

Prerequisite: None

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

Semester

This is a basic art course for students who want to develop an awareness of their creative abilities and begin to comprehend how the elements and principles of design apply in their own artwork. Within the context of art making, students will gain a greater understanding of perceiving and making informed judgments about art, and they will learn more about their own artistic heritage and the art of different cultures around the world. Projects will vary each semester, but students will have an opportunity to explore a wide variety of media, including drawing, painting, printmaking, graphics, ceramics, textiles and metalwork.

### Art 1B

Prerequisite: Art 1A

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

Semester

This is an advanced class that may be taken by students who have successfully completed Art 1A. Students will work in a variety of artistic media. Projects will be more advanced and challenging and will move students towards a more independent and judicious understanding of art making, criticism, art history and aesthetics. Some assignments such as observational sketching and visiting local galleries or museums will require a commitment outside of class. Students may repeat this class as often as desired, since projects and assignments will vary each semester.

### Computer Applications

Prerequisite: None

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

Semester

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

### Creative Writing/Reading Indulgence!

Prerequisite: None

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

Semester

Reading is essential to students' development as writers. The connection between reading and writing cannot be overstated. Literature provides students with the language and tools to write. By finding writers who inspire them, students can come to understand their own reasons for writing. In this course, students will have the opportunity to blend reading experiences with writing. Students will write in a variety of genres including poetry, short story, and personal narrative. Students will learn how to make a book, write a short story, and research, write, and illustrate a picture book. Students will be encouraged to write for publication and for contests.

## **Drama 1A**

Prerequisite: None

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

Semester

Drama 1A is a beginning theater course that will encourage students to develop communication and performance skills, self-confidence, and the ability to work well with others. Projects include group and solo pantomimes, improvisational scene work, character study, short monologues, writing and performing scenes, and producing scripted scenes. Training in blocking, movement, costuming, properties, stage management and other technical aspects of theater will also be introduced. Very little outside rehearsal time is required. There will be one evening performance for students to present some of their work for families and friends.

## **Drama 1B**

Prerequisite: Drama 1A

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

Semester

Drama 1B is an advanced drama study for those motivated students who wish to continue developing their theater skills through more sophisticated and challenging activities and performances. Students may repeat this class if desired, as the curriculum will change each semester depending on enrollment and class experiences, but will always include frequent opportunities for classroom performance and a final production for the school community as well as family and friends. Some after-school rehearsals will be required.

Coursework may include mime, storytelling, audition monologues, improvisation and theatre sports, the production of short plays, Shakespearean scene-work, student-directed one acts, advanced scene study and character analysis, short student written and directed video pieces, and mask work. "Backstage" training may include: directing, costume, stage and make-up design, choreography and stage movement, stage management, and other technical aspects of theater. Field trips and/or guest speakers will enhance the students' experience.

## **Explorations in Technology 1A**

Prerequisite: None

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

Semester

In this course students will be exposed to aspects of a working in a technical environment. Students will be given design challenges in which they will design a product that will solve the challenge. They will then draw the solution using either traditional drafting techniques or by appropriate computer software. They complete the process by building a prototype of their solution. Students will also have the opportunity to explore some different technology modules such as plastics, metals, and electronics.

## **Explorations in Technology 1B**

Prerequisite: Explorations in Tech 1A

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

Semester

This course contains more advanced challenges with projects in drafting, civil and mechanical engineering. Projects may involve electric vehicles, robotics, and flight technology.

## **Home Economics 1A and 1B (Family and Consumer Sciences)**

Prerequisite: None

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

Semester

This practical course utilizes fun, hands-on activities covering many areas of consumer and homemaking education. Students will explore areas such as personal development, budgeting, managing personal space, foods and nutrition, consumer education, child development, and practical sewing skills. Students will be given the opportunity to develop leadership and dynamic living skills in this project-oriented class. Curriculum will be different in 1A and 1B so that a student may take the course in consecutive semesters and not repeat the same material.

## **Journalism and Newspaper Production**

Prerequisite: None

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

Semester

Students will begin to learn the classic writing styles of modern journalism—news, features, and editorials. Students will also learn page layout and basic photography, and will explore the ethical issues involved in journalism. Students are expected to work both independently and as a staff, meet weekly deadlines, and maintain high journalistic standards. The class produces a school newspaper. As a result, this course requires a great deal of work outside of class time.

## **Leadership**

Prerequisite: Application Required

8<sup>th</sup> grade

Semester

The Leadership class is designed to provide students the opportunity to help create and organize student activities. Students will be expected to spend time beyond the class period and outside the school day to perform these activities.

Leadership students will analyze important leadership skills throughout the semester. Students will practice organization and planning skills as they chair committee meetings and organize activities. They will examine group dynamics and gain skills in time and stress management, activity planning, public speaking, and self-awareness.

Leadership students will complete a research paper and an oral presentation on an outstanding national or international leader.

## **Math Workshop**

Prerequisite: None

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

Semester

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

## **Public Speaking and Debate**

Prerequisite: None

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

Semester

Students will learn how to organize and present all types of speeches and how to persuasively argue both sides of a controversy. Class activities will include impromptu speaking, demonstration speeches, storytelling and debates. Students who wish to compete may participate in speech contests.

## **School Service**

Prerequisite: Application Required

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

Semester

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

An application, available in the office, is required and is due at the same time as the elective sign-up sheet.

## **Video Production**

Prerequisite: None

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

Semester

This class provides an opportunity to learn more about producing videos. Students will learn researching, script writing, editing techniques, graphics, multimedia, computer video use, and special effects. The operation of current video equipment and techniques will also be covered. The class will be responsible for creating a school wide video. Students may return for an additional semester with Instructor's permission to explore Final Cut LE and do more advanced projects.

## **Web Design**

Prerequisite: Computer Applications  
or permission of instructor

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

Semester

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