



**Twin Falls School District  
O'Leary Middle School  
7<sup>th</sup> Grade Registration Book  
2018-2019**

**7th Grade  
Course Offerings**



**Vera C. O'Leary Middle School**



**This guide is to assist you  
in registering for classes at  
O'Leary Middle School**

## **Required Classes**

Math  
Language Arts  
Life Science  
Social Studies  
Physical Education (1 semester)  
Keyboarding (1 semester)

## **Elective Classes**

**In addition to required classes, seventh graders will take 4 credits of elective classes.**

Beginning Band  
Intermediate Band  
Beginning Orchestra  
Intermediate Orchestra  
Choir  
Concert Choir  
Chantaire Choir (audition required)  
Art  
Drama  
Family and Consumer Science  
STEM  
Digital Imaging  
Physical Education  
Athletic Conditioning (application required)  
Television Productions (application required)  
Publications - Yearbook (application required)

## **Extra Help/Intervention**

Students with ISAT scores basic or below may lose their electives and be placed in an intervention class for Math, Reading, and/or Language.

**Advanced opportunities:** (formerly called the 8 in 6 program)

See the following web page for more information: <https://www.sde.idaho.gov/student-engagement/advanced-ops/>

Advanced Opportunities allow for students to individualize their high school learning plan and get a jump start on their future. These options include dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs. Beginning in the summer of a student's 6<sup>th</sup> grade year they may enroll in high school credits to get a head start on their high school Career. Most high school courses are taken through IDLA although there are other providers available.

The Fast Forward program can provide funding for students who participate in Advanced Opportunities.

#### **Fast Forward**

The Fast Forward program provides every student attending an Idaho public school an allocation of \$4,125.00 to use towards Advanced Opportunities in grades 7-12. The program was expanded by the Legislature in 2016 through the passing of [House Bill 458](#). The fund can be used for:

- **Overload Courses**  
An overload course is a high school level course that is taken in excess of the student's regular school day. These courses are offered online, during the summertime, and after school. In the event that student incurs a cost for such courses, the Fast Forward program can pay up to \$225.00 for the cost of the course. Overload courses must be above and beyond the full course load offered by the student's local school.
- **Dual Credits**  
Dual credit are courses taken by high school students that are transcribed on their high school and college transcripts. The Fast Forward program can pay for up to \$75.00 per credit, and in most cases, the cost of these credits is \$65.00. Dual Credit courses can also be taken online, by virtual conferencing, or in some cases students can go directly to the college/university campus. *More information on specific Idaho colleges and universities can be found in the [Links](#) tab.*
- **Exams**  
Student can utilize Fast Forward funds to pay for a variety of college-credit bearing or professional technical exams. These include Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), or Career & Technical Education (CTE) exams. A full list of qualifying exams is available in the [Resource Files](#).

If you are interested in pursuing Advanced Opportunities, you may be overwhelmed with the application process and college-level lingo. Here are some helpful tips to set you up for success:

- **Meet with your school counselor**  
Your school and district will have Advanced Opportunities available locally. By meeting with your counselor, you can learn more about their Career Development plan, as well as course options that are at the high school campus, college campus, or online.
- **Develop a four to six year learning plan**  
Having a preliminary course plan sketched out is critical to effectively take advantage of the possibilities available through Advanced Opportunities. The learning plan should include courses that will be taken for dual credit. This should be a fluid document because long term goals are likely to change. Thoughtful and intentional planning will help ensure that the credits you earn will apply toward the certificate or degree you intend to attain.
- **Reach out to Colleges/Universities**  
Idaho institutions have personnel available to assist you in planning for the transition between high school and college. Reach out to the dual credit offices across the state to learn about the options available for high school students. Do not feel limited to just your local institutions. Many colleges/universities have both online and satellite campuses.
- **Create a Fast Forward account**  
By creating an account, you will be able to track where your funds are, request payment for courses and exams, and view the status of payments. Accounts must be activated by your school before funds are allocated. Check with your local school district to learn more about your local application process for Fast Forward funding.

## **IDLA (IDAHO DIGITAL LEARNING ACADEMY)**

This is an on-line learning and instructional program. It allows students to take courses that are not offered as a part of the regular course offerings at the middle school level, for example, world language courses. IDLA may also be used for remediation or enrichment of student learning. IDLA teachers are not on-site. These classes require a student to be self-motivated and to stay on schedule.

- Placement in an IDLA course requires a parent/student meeting with the school counselor prior to a student being placed in an IDLA course.
- IDLA may not be used to replace a course that is offered as a part of the middle school general curriculum.
- There may be a tuition fee associated with a middle school level IDLA course.

## **REQUIRED SUBJECTS**

### **MATHEMATICS**

#### **MATH**

This course is designed to prepare students for algebraic study. This course is a critical bridge between elementary mathematics and pre-algebra. This course focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems including scale drawings and informal geometric constructions, and working with two and three dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

#### **ACCELERATED MATH**

This course is designed to prepare the student for algebraic study. This course is a critical bridge between elementary mathematics and Algebra 1. This course focuses on six critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational/irrational numbers (3) formulating, reasoning, and working with expressions and equations (4) solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume (5) analyzing two and three dimensional space and figures using distance, angle, similarity and congruence; and (6) drawing inferences about populations based on samples. Accelerated math students will receive instruction on all 6<sup>th</sup> grade standards as well as extensions into the 7<sup>th</sup> grade math curriculum.

### **LANGUAGE ARTS**

The study of grammar, usage, sentence structure, writing skills, effective communication skills, and library usage (media and reference materials) is included in this course. This course will develop and maintain basic reading skills (word attack, comprehension, and vocabulary development). The course will adapt to different genres of reading and extend the students' skills in functional, recreational, and critical reading. The Accelerated Reading program will create growth in student reading ability and help students become independent and self-directed readers.

### **LIFE SCIENCE**

This is an inquisitive hands-on study of our living world. The course consists of investigations using the scientific method and a variety of scientific tools. Units of study include: learning to work in labs, cell theory, DNA, reproduction, genetics, classification systems, and diversity of life.

## **SOCIAL STUDIES**

### **(Eastern Hemisphere Geography/History)**

This course will provide an overview of the geography and history of Western Europe, Russia, Sub-Saharan Africa, Australia, New Zealand, and the South Pacific Islands (Oceania). The 5 Themes of Geography form the core of this class as students work to develop map and globe skills and learn to identify cultural patterns. The 5 Themes of Geography include location, place, human / environment interaction, movement and region. Also, vocabulary development, reading, research skills, and current events are emphasized throughout the year.

## **PHYSICAL EDUCATION**

The primary goal of this course is to provide students with a physical fitness program. This will be accomplished through exercises, conditioning and a variety of activities. A well-rounded education is vital to all students and a healthy body produces a healthy mind.

## **KEYBOARDING - Semester**

This course is designed to help you learn the touch-typing method of keyboarding. By the end of the course, you should build your skill and be able to touch type with minimal errors. Since keyboarding is a skill developed through repetition, you will need to practice with the Typing.com software provided for a minimum of 30 minutes each day. Online typing tests, course assignments and participation in the course discussion board are also mandatory as they will help you build your keyboarding skills.

No textbook is used in this class. Students will use Typing.com - an online keyboarding program - for assignments and practice. (provided online)

## **ELECTIVE SUBJECTS**

### **BEGINNING BAND – Year Long**

Beginning Band is for **any** students **6<sup>th</sup>-8<sup>th</sup> grade** who want to learn to play flute, oboe, clarinet, alto saxophone, trumpet, French horn, trombone, **euphonium**, tuba, or percussion. Students are **strongly** encouraged to supply their own instruments; students can use a school instrument for the year, free of charge if needed. The availability of school instruments is limited.

### **INTERMEDIATE BAND – Year Long**

Students who have completed **beginning** Band and are in the **7<sup>th</sup> grade** should take Intermediate Band. Students will further develop their technical and expressive skills, musical knowledge. Intermediate Band is a performance-oriented ensemble and will perform for daytime and evening concerts, festivals, and may perform in other events. A wide variety of music is studied. Students are **strongly** encouraged to provide their own instrument. However, school-owned instruments are available to use for free.

## **BEGINNING ORCHESTRA- Year Long**

This course is for students who are interested in the study of the violin, viola, cello, or bass. NO PREVIOUS EXPERIENCE IS NECESSARY. Instruments are provided. Beginning techniques and music will be studied. Students will learn basic fundamentals of reading music, counting rhythm, and performance techniques. Performance opportunities will be provided

## **INTERMEDIATE ORCHESTRA – Year Long**

*(Pre-requisite: Beginning Orchestra 6 or equivalent private study. 6<sup>th</sup> graders with instructor permission)*

This course is a continuation of Beginning Orchestra 7 and is for students who are interested in further mastery of technique. Students will also be introduced to more advanced technique and will study concert music for performance. Students participate in several concerts, clinics and festivals.

## **CUB CHORUS – Year Long**

Cub Chorus is a [grade 6-8](#) course designed to teach beginning choral / singing techniques. The various methods used include music reading, 2 (SA) part singing, vocal training, choral blending, basic music theory, music history, music appreciation and the opportunity to sing many styles of music literature. Students will also learn and practice proper concert and performance etiquette. The choir will have 2-4 required evening performances.

## **CONCERT CHOIR – Year Long**

Concert Choir is a select [mixed voice](#) vocal ensemble [for grades 7 and 8](#). Students must have a minimum of one previous year of choral experience or the permission of instructor to enroll. Emphasis is on great choral singing in two, three, and four-part harmony, and continued growth in music theory. This class will [have several required performances throughout the year](#).

## **CHANTAIRE CHOIR – Year Long**

Chantaire is an elite [girls](#) vocal ensemble [for grades 7 and 8](#). **Entrance is by audition only and is limited.** Emphasis in this course is on masterful singing from each individual singer, as well as from the entire group. Students participating in [Chantaire](#) develop an excellent understanding of the language and structure of music and knowledge of proper concert etiquette. [This class will have several required performances throughout the year](#)

## **ART - Semester**

Seventh grade art is an expansion of the elements of art: line, space, form, shape, texture, color, and value. The student will be introduced to different concepts of art and how it affects society. The student will be introduced to the following concepts: drawing by direct observation, shading, color theory, design concepts, and painting. The student will connect the importance of art and how it relates to other fields of study, such as math, science, language arts, social studies, and the community. Where applicable, references to historical art masters will be studied.

## **DRAMA – Semester - Any 7<sup>th</sup> grade student may register.**

The 7<sup>th</sup> grade Drama class is semester long and will give the student a basic overview of the subject. Students will gain an understanding for appropriate audience behavior and rehearsal etiquette. Exploring terminology, acting (vocal & physical), props, costumes, and makeup will take a hands-on approach. Students will play drama games, work on stage movement and differing performance styles. Students will also use their skills learned to perform a production for an audience. We will also focus on lifelong skills such as a positive work ethic, organizational skills, developing the responsibility that comes with freedom, building cooperative and supportive teams, and increasing self-confidence.

## **FAMILY AND CONSUMER SCIENCE – Semester**

In this course students will learn lifelong skills that can assist them in making educated choices. Some of these lifelong skills are in the areas of money management, communication, relationships, basic hand/machine sewing, problem solving, basic nutrition, food preparation, and kitchen safety.

## **STEM - Semester**

Design and Modeling introduces students to the design process in order to creatively solve problems. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students will use sketches, measurements (dimensions), surface area and volume calculations to communicate their ideas and designs. Given a problem, students will use the design process to design and fabricate a solution.

## **DIGITAL IMAGING – Year Long**

This course will challenge seventh-grade students to use digital cameras, scanners, imaging software, printers, and computers to explore the artistic potential of new imaging technology and solve visual problems. Students will learn how to plan and produce digital images that demonstrate an understanding of composition, light, color, visual impact and art history. Hands-on projects include digital painting, digital photography, image manipulation and graphic design problems. Students will showcase their work in a digital portfolio and qualify to take the ACA certification exam in the spring.

## **PHYSICAL EDUCATION - Semester**

The primary goal of this course is to provide students with a physical fitness program. This will be accomplished through exercises, conditioning and a variety of activities. A well-rounded education is vital to all students and a healthy body produces a healthy mind.

## **ATHLETIC CONDITIONING**

This is a semester or yearlong course designed to introduce and develop skills, and techniques of Strength and Conditioning. Strength, conditioning, endurance, flexibility, speed, power, and agility will be tracked, recorded, and graded. *Physical exertion is a requirement.* All classes will be coed.

## **TV PRODUCTIONS – Year Long**

Students in this course will be introduced to the operation of a television studio experiencing live and prerecorded formats. Students will have the opportunity to participate in various aspects of television production learning the stages of broadcast production, teamwork, basics of camera usage, lighting, sound, set design, linear and digital video editing, interviewing skills, and talent techniques. Students will produce the Cub News Show for the O’Leary student body.

## **PUBLICATIONS/YEARBOOK – Year Long**

Students in the course will create and design all aspects of the school’s yearbook. Students take digital pictures of school activities, edit images with editing software, and design the yearbook using an online program. Students also learn how to procure a record of the year via photo journalism and written word. Students develop a concept of meeting deadlines. Students in this class must be responsible workers and be able to work without constant supervision from the teacher.

O'LEARY MIDDLE SCHOOL   
7<sup>TH</sup> GRADE PRE-REGISTRATION

Student Name \_\_\_\_\_ M \_\_\_ F \_\_\_ Date of Birth \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

**7<sup>th</sup> Grade Required Classes**

| <u>Credits</u> |                          | <u>Credits</u> |                                 |
|----------------|--------------------------|----------------|---------------------------------|
| 2              | Mathematics              | 2              | Social Studies                  |
| 2              | Life Science             | 2              | Language Arts                   |
| 1              | Keyboarding (1 semester) | 1              | Physical Education (1 semester) |

**7<sup>th</sup> Grade Elective Classes**

Choose a total of 4 credits of electives – mark with an E

Choose a total of 4 credits of alternate electives – mark with an A

**\*\*You must have handed in an application in order to choose an application class\*\***

**\*\*Alternate electives MUST be different choices than electives\*\***

| <u>Credits</u> |  | <u>Credits</u> |  |
|----------------|--|----------------|--|
| _____ 1        | Art  | _____ 1        | Drama  |
| _____ 1        | Family and Consumer Science  | _____ 1        | Physical Education                               |
| _____ 1        | STEM   | _____ 2        | Digital Imaging                                  |
| _____ 2        | TV Productions <b>** (application required) **</b>                     | _____ 2        | Publications <b>** (application required) **</b> |
| _____ 1        | Athletic Conditioning <b>** (application required) **</b>              |                |  |
| _____ 2        | Band (circle 1)      Beginning      Intermediate                       |                |  |
| _____ 2        | Orchestra (circle 1)      Beginning      Intermediate                  |                |  |
| _____ 2        | Choir (circle 1)      Beginning      Concert      Chantaire (audition) |                |  |

**\*\*NO TEACHER REQUESTS\*\***

For detailed class descriptions, go to the O'Leary School website: <http://ol.tfsd.org/>

Date

Student Signature

Parent Signature

# **Honors Opportunities**

This year there will be an opportunity for honors/advanced coursework in areas beyond Language and Science. Every core class will have an honors component within the course that will require students to extend (go deeper) into their class project/assignment as assigned by their teacher.

Honors opportunities will be made available in all core subjects (with the exception of math, which will accelerate students based on established criteria in order to identify students that would most likely be successful in an upper level class). All students are eligible without application for Honors classwork. Each teacher will specify the particular requirements for students to earn the “Honors” designation for that class. This change in policy is to include more students in the honors program and to base the honors status on a student’s willingness and ability to do the depth of work and maintain high expectations for themselves.

## **Requirements for Honors Opportunity Language Arts:**

1. No more than 1 late assignment in the semester
2. No missing work
3. All test scores at or above a 90%
4. Completed honors work at satisfactory level (minimum of one assignment per quarter). This will be the same for all teachers at that grade level.
5. Students must meet A.R. goal
6. Students must have a minimum cumulative grade of at least 85% at quarter and semester
7. Must complete requirements for both quarters in order to have honors status for semester
8. Students will be responsible for tracking their own progress towards meeting the honors status

## **Requirements for Honors Opportunity Science and Social Studies:**

1. No more than 1 late assignment in the semester
2. No missing work
3. All test scores at or above a 90%
4. Completed honors work at satisfactory level (minimum of one assignment per quarter). This will be the same for all teachers at that grade level.
5. Must complete requirements for both quarters in order to have honors status for semester
6. Students will be responsible for tracking their own progress towards meeting the honors status
7. Students must have a minimum cumulative grade of at least 85% at quarter and semester