



Wilson County Schools

Program of Studies

Middle School: Grades 6- 8

School Year 2021-2022

## Contents

<b>Wilson County Schools</b> .....	1
<b>School Year 2021-2022</b> .....	1
<b>Wilson County Schools Mission Statement</b> .....	3
<b>Middle Schools</b> .....	3
<b>Honors</b> .....	3
<b>Major Clarity</b> .....	4
<b>FOCUS</b> .....	4
<b>Scheduling Policies</b> .....	4
<b>Academic Courses</b> .....	5
English Language Arts .....	5
Mathematics .....	5
Science .....	7
Social Studies .....	7
Career & College Exploratory Pathways .....	8

## Wilson County Schools Mission Statement

The mission of Wilson County Schools is to ensure an environment in which every student develops high personal expectations, knowledge, and skills necessary to be successful today and in the future.

This mission will be accomplished by:

- Setting high expectations for students, staff and community;
- Expecting and supporting consistent, high student achievement;
- Ensuring accountability through documenting and analyzing all that we do;
- Providing an environment of challenges, support, and respect;
- Sharing a commitment to our mission among students, staff and community.

## Middle Schools

1. Carroll-Oakland (<https://www.wcschools.com/coe>)
2. Gladeville Middle School (<https://www.wcschools.com/gms>)
3. Mt. Juliet Middle School (<https://www.wcschools.com/mjms>)
4. Southside (<https://www.wcschools.com/ses>)
5. Tuckers Crossroads (<https://www.wcschools.com/txr>)
6. Watertown Middle School (<https://www.wcschools.com/wms>)
7. West Wilson Middle School (<https://www.wcschools.com/wwms>)

## Honors

Honors courses exceed the content standards, learning expectations, and performance indicators of standard courses. Teachers of honors courses model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses include multiple assessments exemplifying coursework (such as short answer, constructed response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course includes a minimum of five of the following components:

- Extended reading assignments that connect with the specified curriculum;
- Research-based writing assignments that address and extend the course curriculum;
- Projects that apply course curriculum to relevant or real-world situations;
- Open-ended investigations in which the student selects the questions and designs the research;
- Writing assignments that demonstrate a variety of modes, purposes, and styles;
- Integration of appropriate technology into the course of study;
- Deeper exploration of the culture, values, and history of the discipline;

- Extensive opportunities for problem-solving experiences through imagination, critical analysis, and appreciation; and
- Job shadowing experiences with presentations that connect class study to the world of work.

Eligibility criteria may include local assessment scores, classroom performance and grades, TVAAS projection score (from a student’s Tennessee testing history), and teacher recommendation. If you have questions, please contact your school counselor or administrator.

In addition, students enrolled in honors courses should:

- ✓ Possess the interest, ability, and motivation to meet the challenges of Honors.
- ✓ Be willing to take greater responsibility for their learning.
- ✓ Aspire to an advanced level of learning through high quality work.
- ✓ Complete assignments in a timely manner and produce quality work.
- ✓ Be actively engaged in classroom activities and discussions.
- ✓ Manage time well (juggle schoolwork, family obligations and extra-curricular activities).

## Major Clarity

*A career aptitude assessment is a tool used to help a student understand how a variety of skills and attributes impact the student's potential success and satisfaction with different career options and work environments. TCA 49-6-412 requires each LEA to administer a career aptitude assessment in grades seven or eight “in order to help inform a student's high school plan of study.”*

*Our goal is to unveil various career fields to students so they can be better prepared to choose high school courses that are of interest to them and progress toward a successful and meaningful career and life.*

*Aligned career pathways that begin in the 9th grade will ensure students are taking meaningful classes throughout their high school career. Using Major Clarity will assist the district in preparing students for post-secondary opportunities while simultaneously increasing the district's Ready Graduate Indicator on an annual basis.*

## FOCUS

A set time within the school’s daily schedule dedicated to the differentiated learning needs of all students. The targeted support time may include, but not be limited to, academic intervention, learning extension opportunities, behavioral support, and social-emotional needs.

## Scheduling Policies

Not all middle schools offer all courses approved in the district's Program of Studies. Each middle school creates its own list of courses to be offered each year. A middle school builds its master schedule on students' requests for courses and on its ability to staff the courses students’ request. The registration process helps determine what courses the school will staff and offer in the following school year. Once each middle school establishes its master schedule, students are obligated to take the courses they requested or are assigned.

## Academic Courses

### English Language Arts

#### English Language Arts 6

In grade six, language arts will engage in a rigorous curriculum that focuses on the standard areas of reading, writing, language and speaking and listening. Students will read a variety of literary genres such as poetry, novels, short stories, and non-fiction. As a complement to the reading instruction, students will be required to write in a variety of modes which involve text-based evidence for student responses. Students will learn to prepare and write narrative, informational, and argumentative types of writing pieces in the form of stories, reflections, essays, letters, and reports. Equally as important, students will continue to sharpen their grammatical and vocabulary skills in order to become effective writers and speakers. This course follows the TN State Standards for English Language Arts 6.

#### English Language Arts 7

In grade seven, students will continue to develop the ability to seek out and cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Students will also build academic vocabulary as they read more complex texts, including stories, plays, historical novels, poems, and informational books and articles and they will continue their study and practice of different writing modes (argumentative, informational, and narrative). Students will also develop their ability to use language for communication, learning, and reflection with a focus on written and spoken language for a variety of purposes and audiences. This course follows the TN Standards for English Language Arts 7.

#### English Language Arts 8

In grade eight, students continue to develop communication skills, especially through writing, with additional emphasis on reading, speaking, and listening. Students read major works of fiction and non-fiction. They continue to learn how to analyze what they read and to evaluate an author's craft, assumptions, and claims. Instruction also provides techniques for citing textual evidence and writing in a variety of genres. Students use technology to conduct research that requires the analysis and evaluation of resources as well as valid interpretations of literary and informational text. Language standards are foundational and integrated throughout the curriculum design. This course follows the TN State Standards for English Language Arts 8.

### Mathematics

#### Math 6

In grade six, students will learn real number operations, including whole numbers, decimals, and fractions. They will also extend their previous understanding of numbers and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. Students will also strengthen their knowledge as they analyze data and probability and evaluate and solve

one-step equations during second semester. Throughout the year students learn the relationship between ratios and percentages and apply their skills to real-world scenarios. They are also introduced to the fundamentals of geometry and integers. Students will be expected to persevere in problem solving, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others as outlined by the TN State Standards for grade 6. *Mathematical Practice Standards* apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations.

### Math 7

In Grade seven, students will use problem solving strategies and technology to master TN State Standards for the 7<sup>th</sup> grade. This includes working with rational numbers and percents, applying operation properties with negative numbers, solving equations, working with proportions, understanding geometric figures, and using techniques of statistics and probability. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. Students will be expected to persevere in problem solving, reason abstractly and quantitatively, construct viable arguments, and critique the reasoning of others as outlined by the TN State Standards for grade 7. *Mathematical Practice Standards* apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations.

### Math 8

In eighth grade math, students will begin with a study of the real number system as well as solving multi-step equations. Word problems are deeply embedded within the course, and students use algebraic concepts in order to solve them. In addition to solving equations, students will explore functions, writing equations, graphing linear equations, including systems of equations, and statistics. Geometry for Math 8 includes students using ideas about distance, angles, and two-dimensional figures to solve problems as well as solving volume problems with cones, cylinders, and spheres. Students will be expected to persevere in problem

### Algebra I

This accelerated math course includes some 8<sup>th</sup> grade math standards and all of the Algebra I standards. The Algebra curriculum includes properties of the real number system, linear and quadratic systems, inequalities, operations on real numbers and polynomials, exponents, and radicals. Students learn the language of algebra and practice the application of algebraic concepts to real world problems. *Mathematical Practice Standards* apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations. A high school credit is awarded upon successful completion of the course. The final grade does not calculate into a student's high school GPA nor does it count toward the high school math requirements. This course follows the TN State Standards. Proper placement is critical for students to continue to build strong foundational skills. Algebra I math students must be prepared to take high level math courses as listed in this catalog.

## Science

### Science 6

This course is an inquiry-based science class integrating technology and engineering while exploring the interrelationships of life, earth, and physical sciences. The theme for sixth grade science is how energy, found in multiple systems and scales, is driving ecosystems (populations, food chain/webs), Earth's natural resources, and Earth's processes (oceans, weathers, and climate). In turn, oceans, weather, and climate help determine characteristics of ecosystems. This course follows the TN State Standards for Science 6.

### Science 7

This course is an inquiry-based science class integrating technology and engineering while exploring the interrelationships of life, earth, and physical sciences. The theme for seventh grade science is how matter and reactions are the basis for life science, particularly the molecules that make up life, DNA/proteins, and their hierarchy to organ systems and heredity, and biogeochemical cycles, carbon and oxygen cycling through photosynthesis and aerobic cellular respiration. Earth and space science standards are addressed from a perspective base on matter and reactions (atmospheric composition, combustion, and climate change). This course follows the TN State Standards for Science 7.

### Science 8

This course is an inquiry-based science class integrating technology and engineering while exploring the interrelationships of life, earth, and physical sciences. The themes for science in eighth grade are how forces and motion drive objects in our solar systems, move lithospheric plates, and how nature's driving forces of geology impact ecosystems via environmental selection for a species. This course follows the TN State Standards for Science 8.

## Social Studies

### Social Studies 6

Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

### Social Studies 7

Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest

Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

### Social Studies 8

Eighth grade students will study the European settlement of North America and the role geographic features played in the early settlement of Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the U.S., including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals and events that were significant during the war, and the resulting era of Reconstruction.

### Career & College Exploratory Pathways

#### Minor

Exploratory course that meets two times a week per semester. Students will choose a different exploratory pathway each semester.

#### Major\*

Exploratory course that meets three times per week per semester. Students will choose a different exploratory pathway each semester. *\*See exception below.*

*\*Full-year Majors: In order to meet the requirements for the course, the following Majors will meet three times a week for the entire school year: Theatre Major, Choir, Band, and Physical Education Major. Students may choose to discontinue the course mid-year and opt for an alternative course, but students shall not enter these courses mid-year.*

### Agricultural Sciences Exploration (6th-8th)

Agricultural Sciences Exploration is a middle school course designed to provide a general introduction to the agriculture, food, and natural resource industry. This course helps students explore the importance of agriculture in daily life by exploring basic principles of agribusiness, agricultural mechanics, animal science, natural resources, and horticulture.



### Art Exploration (6<sup>th</sup>- 8<sup>th</sup>)

In this class, students look at art through a study of the elements of art: line, shape, space, value, texture, and an emphasis on color theory. Students will also complete a variety of projects that emphasize the principles of design and other various art elements. Emphasis is also placed on appreciation of art from other cultures and time periods

### Art Major (6<sup>th</sup>- 8<sup>th</sup>)

In this class students create works of art using a variety of art mediums. Students study different artists and art movements and practice using their techniques within projects. Students will keep a sketchbook and complete weekly sketch assignments to enhance their skills, while all other work is done primarily in class. Students are most likely to be successful entering this class if they have a passion for art and have basic art skills.

### Band (6<sup>th</sup>- 8<sup>th</sup>)

Band is a performance-based class. This means students will learn to play an instrument alone and in a group setting for multiple concerts/performances during the school year. The 6<sup>th</sup> grade is considered beginning band and focuses on teaching students to start on an instrument of their choice. The 7<sup>th</sup> and 8<sup>th</sup> grade band will play more challenging music.

### Beginning Spanish (7<sup>th</sup> – 8<sup>th</sup>)

Students are introduced to the basic language structures (listening, speaking, writing and reading) with the intention of advancing to Spanish I. Students will be introduced to the Spanish culture and develop communication skills at the novice level.

### Career Exploration (8<sup>th</sup>)

Career Exploration is an introductory course designed to assist students in (a) discovering their personal strengths and abilities, (b) understanding opportunities available to them in different career areas, and (c) practicing skills necessary to excel in the workforce and in postsecondary learning. Upon completion of this course, proficient students will know and exhibit soft skills (e.g. teamwork, creative thinking, and problem solving), as well as more technical skills (e.g. resume building and written communications) related to career exploration and experience. Students will also learn about and be exposed to existing CTE pathways and elective focus options within a high school setting and will learn how to successfully transition into a district recognized career academy or program of study.

### Choir (6<sup>th</sup>- 8<sup>th</sup>)

Choir is an audition-only group. No choral experience is necessary but it is encouraged. This is an elite group that prepares very challenging pieces for concert and festival performances. This group works on

very advanced literature and theory. Each singer is required to audition for events on the county and mid-state level, and are given the opportunity for regional and national auditions. By the end of the year, each 8<sup>th</sup> grade member should be prepared to step into their high school ensemble and make an immediate impact.

### Coding (6<sup>th</sup> – 8<sup>th</sup>)

#### CS100: Intro to Python Coding

This course is a great starting point for students to begin coding without requiring an entire semester of instruction. In an abridged format, the course still manages complete coverage of some of the most important fundamental coding concepts, while still allowing students to make engaging text-based games and simple interactive programs that fire the imagination.

#### CS101: Coding in Python 1

This course begins the progression of the Coding in Python sequence, introducing the early fundamentals of coding. It blends detailed technical knowledge with engaging coursework, allowing students free-range creativity without sacrificing academic rigor. Students taking this course will receive the basic tools and building-blocks to code not only the assigned programs, but also to design and develop their own unique games and interactive experiences.

#### CS102: Coding in Python 2

This course builds on the basics learned in CS101, rounding out the students' knowledge of CS coding fundamentals. The course introduces image-based graphics, allowing students to produce the sorts of familiar games and dynamic interactive programs that they are already enthusiastic about. Aligned High School CTE Programs of Study: Information Technology

### Computer Applications (8<sup>th</sup>)

*\*Computer Applications (8): (1) Students will receive ONE high school credit for passing this course. (2) Students must complete, pass, and excel in Computer Science Discoveries prior to taking this course.*

In the Computer Application course, students will be introduced to the computing fundamentals and concepts involved in the use of common software applications.

Students will gain basic proficiency in word processing, spreadsheets, databases, and presentations.

Aligned High School CTE Programs of Study: Business Management and Administration, Finance, Information Technology, Marketing

### Computer Science & Digital Readiness (6<sup>th</sup> – 8<sup>th</sup>)

The instructional focus in middle school will extend digital citizenship discussions to include safely interacting with people and content online. Students will engage in activities to introduce computational thinking and information processing skills to be utilized in creating programs. Students will explore connections between computer science skills and career opportunities. The course will follow the

Tennessee K-8 Computer Science Standards to lay a foundation that enables students to be workforce and postsecondary ready in a continuously evolving technological world.

### Computer Science Discoveries (7<sup>th</sup> – 8<sup>th</sup>)

Computer Science Discoveries is an introductory course for 7<sup>th</sup> and 8<sup>th</sup> grade students. Mapped to CSTA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user-centered design, and data, while inspiring students as they build their own websites, apps, games, and physical computing devices.

### Computer Science Foundations (8<sup>th</sup>)

*\*Computer Science Foundations (8): (1) Students will receive ONE high school credit for passing this course. (2) Students must complete, pass, and excel in Coding 100 and/or 101 prior to taking this course.*

Computer Science Foundations (CSF) is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, and Web Design. Primary Career Cluster: Information Technology (IT)

### Health Sciences Exploration (7<sup>th</sup> – 8<sup>th</sup>)

Students will explore programs of study in the Health Science career cluster. Students will be prepared to pursue courses in high school that lead to careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Aligned High School CTE Career Cluster: Diagnostic Services, Emergency Services, Nursing Services, Sport and Human Performance, Therapeutic Services

### Honors Agriscience (8<sup>th</sup>)

*\*Honors Agriscience: (1) Students will receive ONE high school credit for passing this course. (2) Students must complete, pass, and excel in Introduction to Agriculture Sciences I prior to taking Honors Agriscience in middle school.*

Agriscience is an introductory laboratory science course that prepares students for biology, subsequent science and agriculture courses, and postsecondary study. This course helps students understand the important role that agricultural science and technology plays in the twenty-first century. In addition, it serves as the first course for all programs of study in the Agriculture, Food, & Natural Resources cluster. Upon completion of this course, proficient students will be prepared for success in more advanced agriculture and science coursework.

### Instrumental Music (6<sup>th</sup>- 8<sup>th</sup>)

This is an introductory course for students interested in Music. Students will be introduced to simple music terminology and learn to read notes and rhythms. Students may also be introduced to basic musical instruments. The music for the class will be focused on discussing the history of music.

### Introduction to Agricultural Sciences (7<sup>th</sup>-8<sup>th</sup>)

Introduction to Agricultural Sciences is a middle school course designed to provide a general introduction to the agriculture, food, and natural resource industry. This course helps students understand the importance of agriculture in daily life by exploring basic principles of agribusiness, agricultural mechanics, animal science, natural resources, and horticulture. Depending on LEA capacity and preference, the course may be tailored for seventh and eighth grades, with the additional option for flexible implementation schedules. Upon completion of this course, proficient students will be prepared for high school coursework in agriculture.

### Introduction to Health Sciences (7<sup>th</sup>- 8<sup>th</sup>)

In the Introduction to Health Sciences course, students will be introduced to all programs of study in the Health Science career cluster. Students will be prepared to pursue courses in high school that lead to careers in the fields of biotechnology research, therapeutics, health informatics, diagnostics, and support services. Aligned High School CTE Career Cluster: Diagnostic Services, Emergency Services, Nursing Services, Sport and Human Performance, Therapeutic Services

### Introduction to Social Health & Career Exploration (6<sup>th</sup> – 7<sup>th</sup>)

Introduction to Social Health is a foundational middle school course in the Education & Training and Human Services clusters. Upon completion of this course, a proficient student will understand components of healthy lifestyles and relationships, communication skills, relationship development, technology uses, and career exploration.

### Media Arts (6<sup>th</sup>- 8<sup>th</sup>)

Students learn how to communicate effectively and creatively using the new technologies of visual and auditory communication by organizing and developing artistic ideas and work. Begins the development of artistically literate citizens, preparing students not only for college and career, but also for a lifetime enhanced by and with the arts.

### Principles of Transition: Introduction to Self-Determination (8<sup>th</sup>)

*\*Prerequisite: Teacher Recommendation*

Introduction to Self-determination is designed to equip students with the knowledge concerning the legal rights of individuals with a disability and how to advocate for themselves in their school and community settings. *\*Prerequisite: Teacher Recommendation*

### Physical Education (6<sup>th</sup>- 8<sup>th</sup>)

The Tennessee Physical Education Standards Grades 6-8 document is divided into five components: Motor Skills (MS); Cognitive Components (CC); Fitness and Physical Activity (FPA); Personal and Social Responsibility (PSR); and Values Physical Activity (VPA). This class involves a variety of exercises for all students. Our ultimate goals are that students improve skills in a variety of activities, are given the opportunity to learn the skills, techniques, and rules used in a variety of team and individual sports, and develop a lifelong commitment to health and fitness.

### Spanish I

*\*Spanish I: (1) Students must complete, pass, and excel Beginning Spanish prior to taking Spanish I in middle school. (2) Students will receive ONE high school credit upon passing Spanish I.*

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills (listening, speaking, writing and reading) with an emphasis on the ability to communicate orally and in writing. Students explore the similarities and differences between American culture and that of the Spanish-speaking world. Students will earn one (1) credit upon successful completion. Current class performance in all academic subjects, a readiness assessment, and teacher recommendation will determine eligibility. Students are required to take 2 years of a foreign language for graduation.

### STEM Explorers (6<sup>th</sup>)

In the STEM Explorer course, students will investigate the following six STEM-intensive career clusters: Manufacturing, STEM; Health Sciences; Information Technology; Architecture and Construction; Agriculture, Food and Natural Resources; and Transportation, Distribution and Logistics. Students' outcomes from this course include a thorough understanding of how the STEM disciplines work together to investigate the world, define problems, and create optimal solutions to benefit society. **Aligned High School CTE Career Cluster:** Manufacturing, STEM; Health Sciences; Information Technology; Architecture and Construction; Agriculture, Food and Natural Resources; and Transportation, Distribution and Logistics

### STEM Innovators (7<sup>th</sup>)

In the STEM Innovators course, students will be introduced to coursework that prepares students for many programs of study. Students will leave with a basic understanding of the relationship between STEM and innovation, as well as explore the possibilities of "What could be." Aligned High School CTE Programs of Study: Information Technology, Manufacturing; Science, Technology, Engineering & Mathematics (STEM).

### STEM Designers (8<sup>th</sup>)

In the STEM Designer course, students will be trained to define problems and methodically answer the question, "What is the solution?" Students will leave with an understanding that engineering design is a

process of developing solutions to problems and challenges in order to meet the needs of society. Aligned High School CTE Programs of Study: Information Technology, Manufacturing; Science, Technology, Engineering, and Mathematics (STEM).

### Theatre Exploration (6<sup>th</sup>- 8<sup>th</sup>)

As the students learn common theater terms and technical elements of a theater, they participate in assignments that support the standards of script writing, set design, and character acting. This theater introduction is a great way for students to find their creative side. Group Skits, Rhythm Teams, Product Advertisements are all part of the class.

### Theatre Major (6<sup>th</sup>- 8<sup>th</sup>)

This theater introduction is designed for those students that choose theatre as a major exploratory pathway. Students will have an opportunity to delve deeper into theatre terms and technical elements and expand skills in a rehearsal or theatrical performance.

### Vocal Music (6<sup>th</sup>- 8<sup>th</sup>)

This is a performance-based class. Vocal Music is for students interested in learning about and singing music. Students learn how to read music, improve their singing voice, and grow as both individuals and ensemble members to perform choral music from various styles and time periods. This class is designed to get students adapted to singing in a choral setting. Students learn how to be independent singers as well as an introduction to music theory. This is offered in grades 6, 7, and 8. Students are provided an opportunity for winter and spring performances.

### World Language & Culture Exploration (6<sup>th</sup>- 8<sup>th</sup>)

This middle school class introduces students to a variety of world languages and cultures while building readiness for more formal study of world language in high school. Basic listening, speaking, reading and writing skills are explored. Culture lessons are included to provide students an awareness and appreciation for those cultures beyond their own.