ROMIG MIDDLE SCHOOL
2019-20

7th GRADE
COURSE DESCRIPTIONS

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Updated 1/31/19
ACADEMIC ENGLISH LEARNERS PROGRAM (AEL)
Law requires the Anchorage School District to offer the Academic English Learners Program. The purpose of the program is to teach English-as-a-second-language and provide other academic support to students who come from homes in which a language other than English is spoken. The program is designed to make use of a student’s primary language when available, cultural factors, and to maintain and develop the student’s skills in English.
AEL Program courses offered include:
- Newcomers Language & Social Studies
- Newcomers Math & Science

GIFTED PROGRAM
The ASD Gifted Program provides services for students identified as academically or intellectually gifted. Students at or above the 96th percentile on both ability and achievement testing, in one or more of the following areas are eligible: total reading, total language, total science, or total battery. While a variety of achievement tests are acceptable, MAP scores will be reviewed and considered. The program is dedicated to providing the best learning environment possible to students, who because of advanced academic capabilities and talents, require services beyond the regular classroom. These students are grouped with gifted peers in Language Arts and Science classes.

HIGHLY GIFTED PROGRAM
Since 1992, Romig has home to the ASD Highly Gifted Program consisting of students who have tested at or above the 98th percentile in both achievement and ability and have an IQ score of 145. These students are grouped together in Language Arts and Science classes with other Highly Gifted students to provide the best learning environment for both academic and social and emotional growth.

RUSSIAN IMMERSION
The Anchorage School District’s (ASD) Russian Language Partial Immersion Program is a K12 program. Turnagain Elementary offers this immersion program at the elementary level and is one of only a handful in the country that offers the unique opportunity for students to learn a second language in an immersion environment and the only school in the U.S. to offer Russian. At the secondary level, students continue in the Russian Immersion Program at Romig. The Immersion program helps students become functionally proficient in speaking, reading, and writing both English and Russian. In this program children are “immersed” in Russian language for two class periods per day:
- Russian Immersion Language Arts – This class is considered an elective class.
- Russian Immersion Social Studies – This class fulfills the requirement as a core class.
- The Russian Immersion Program requires enrollment in both of the above classes.

SPANISH IMMERSION
The Anchorage School District Spanish Immersion Program is a K12 program. This program is a continuation of the Spanish Immersion Program begun at Government Hill Elementary School. Both years, 7th and 8th grade, students take two courses in Spanish, social studies and Spanish language arts. Fifty percent of the students in this program are native Spanish speakers and the other 50 percent are English speakers desiring to learn Spanish. In the middle school program students are immersed in the Spanish language for two class periods a day:
- Spanish Immersion Language Arts – This class is considered an elective class.
- Spanish Immersion Social Studies – This class fulfills the requirement as a core class.

The Spanish Immersion Program requires enrollment in both of the above classes. Students who are native speakers of Spanish are also invited and encouraged to enroll in the two Spanish Immersion courses.

SPECIAL EDUCATION
Federal law regarding the Individuals with Disabilities Education Act (IDEA) determines the qualifications for special education services. Elementary special education teachers meet with the students’ parents and with the Romig Middle School special education staff to ensure appropriate class placement. Romig staff strive to put as many students as possible in regular education classes with special education support. Romig Middle School special education classes offer a continuum of services depending on individual student needs.
CORE CLASSES
Romig is utilizing the Multi-Tiered System of Support (MTTS) for Math and Language Arts placement. Please note, that this is a work in progress and that some of the core class offerings, criteria, and/or descriptions listed below are subject to change.

LANGUAGE ARTS

Tier 1 Advanced-Highly Gifted: Advanced Core-Complex reading, writing, and speaking curriculum for the Highly Gifted Learner is designed to provide acceleration for the differing needs of each student so they move rapidly through content-based curriculum while focusing on process/product/research based learning that encourages in-depth and independent thinking and the exploration of issues, themes, and ideas that enhance curiosity and global awareness. Instructional strategies include open-ended learning activities that offer depth and breath, abstraction, complexity, novelty and rigor. Students will learn the power of analogy as they connect, infer, and discover relationships between their language arts curriculum and their experiences beyond the academic classroom.
Placement criteria: Students score in the 98th percentile or higher on approved ability and achievement tests administered by IGNITE (elementary) teachers and/or the ASD Gifted Office.

Tier 1 Advanced-Gifted: Advanced Core-Building on the fundamentals of the ASD Language Arts Core Curriculum, Gifted students are provided with daily reading, writing and speaking opportunities that are both accelerated and enriched. Open-ended learning opportunities include student driven creative products that require abstract thinking, problem solving, and the application of concepts to the world outside the scope of our classroom.
Placement criteria: Students score in the 96th percentile or higher on approved ability and achievement tests administered by IGNITE (elementary) teachers and/or the ASD Gifted Office.

TIER 1 ADVANCED-Enriched: Advanced Core-Provides the same structure as universal core instruction, with increased opportunities for differentiation in the areas of acceleration, depth, complexity, challenge, and creativity.
Placement criteria: MAP percentiles of 80 and above, historical testing data, reading fluency and performance in core classes.

Tier 1 Regular Education: McDougall Littell-This course emphasizes the four areas of language arts: writing, reading, speaking and listening. In writing, the primary skills areas are simple sentences, developing paragraphs, identifying and understanding parts of speech, basic punctuation, and usage. In reading, literary analysis introduces types of literature and encourages appreciation, comprehension, and vocabulary development. Speaking consists of effective oral communications. Listening skills are developed as a vital part of all learning. A multicultural perspective is included in this course.
Placement criteria: MAP Lexile scores of 620 and above, historical MAP testing data from the 40th-79th percentile, reading fluency and performance in core classes.

Tier 2 (ADDITIONAL SUPPORT) McDougall Littell Intensified with Step Up to Writing- Students will develop language and have explicit and systematic instruction in reading fundamentals, vocabulary, comprehension, critical thinking, literary analysis, reading strategies and writing.
Placement criteria: MAP Lexile scores of 605 and above, historical MAP testing data 30th-39th percentile, reading above 100 wpm, previously completed LL Level 1.

Tier 3 Inside C: Intensive instruction-Students will develop language and have explicit and systematic instruction in reading fundamentals, vocabulary, comprehension, critical thinking, literary analysis, reading strategies and writing.
Placement criteria: MAP Lexile scores of 475 and above, historical MAP testing data 21st-29th percentile, reading range 80-100 wpm, completed Language Live and/or Inside B.

Tier 3 Inside B: Intensive instruction-Students will develop language and have explicit and systematic instruction in reading fundamentals, vocabulary, comprehension, critical thinking, literary analysis, reading strategies and writing.
Placement criteria: MAP Lexile scores at or below 475, historical MAP testing data 21st-29th percentile reading below 80 wpm, and/or completed Language Live!
TIER 3 (REPLACEMENT CURRICULUM) Language! Live: Intensive Instruction- Student needs more explicit, direct, scaffolded instruction, opportunities to respond, and guided practice.

**Placement criteria:** MAP Lexile scores of BR-475, historical MAP testing data 0-20th percentile, reading below 80 wpm.

TIER 3 Newcomers ELL-“Newcomer” is an umbrella term that includes various categories of immigrants who are born outside of the United States. For example, all immigrants are not necessarily Academic English Learners, as some are fluent in English, while others speak little or no English. Some may need help integrating into U.S. culture and school system. Newcomers of school age who attend public school may be placed in a newcomer program or mainstreamed based on instructional need.

(National Clearinghouse for English Language Acquisition, n.d.c)  ● Intended as a one year on-ramping course to immerse students in the language of academia, ELA and history

**Placement criteria:** WIDA ELD scores of 1.0 to 2.5, enrolled in U.S. schools less than two years, no or limited English, student needs more explicit, direct, scaffolded instruction, opportunities to respond, and guided practice within a project/problem based learning model.

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**MATH**

**ACADEMIC ENGLISH LEARNERS (AEL) MATH**

Qualified students who are new to US schools or have completed less than 2 full school year in US schools participate in the grade level math in a sheltered setting. Emphasis will be on vocabulary development, and English reading, writing, speaking and listening as they apply to the subject of mathematics

**Math 7 (TransMath 2)**

This course is for 7th Grade Tier 3 intervention using the TransMath Program. Student needs more explicit, direct, scaffolded instruction opportunities to respond; and guided practice.

**Placement criteria:** MAP test scores in the 0-5th percentile and/or significant gaps in prerequisite CCSS, IEP w/ math goals or SpEd referral is in progress, student needs more explicit, direct, scaffolded instruction opportunities to respond; and guided practice.

**Math 7 (Intensified)**

This Tier 2 intervention course is designed to provide 7th graders with access to Math 7 concepts while they receive intensified and accelerated instruction to prepare them for Core Math 8 as 8th graders. This course will follow the Math 7 CCSS and ASD academic plan for Math 7. ALEKS may be used as a supplementary intervention resource in addition to the RTI and differentiation.

**Placement criteria:** MAP test scores in the 5th-30th%ile and/or 70% or lower average on all unit assessments from Math 6, gaps in prerequisite CCSS, student doesn’t typically ask questions when in need of help, additional time/support is needed to complete assignments, student completes assignments, but with many errors, student needs more explicit, direct, scaffolded instruction opportunities to respond; and guided practice.

**MATH 7**

Students will practice and improve their number sense, measure sense, and estimation skills. They will review and extend their arithmetic, calculator, and thinking skills by working with fractions, decimals, percentages, large and small numbers, negative numbers, variables, expressions, equations, graphing, and other algebra topics. Students will extend their understanding of geometry, including transformations and two- and three-dimensional figures, and their knowledge of probability and statistics. They will investigate the uses of mathematics outside the classroom.

**Placement criteria:** MAP test scores in the 30th-60th%ile and/or mastery of CCSS from Math 6.

**PRE-ALGEBRA**

Students who have exceptional math ability and are self-motivated are placed in pre-algebra class. This class prepares them to take algebra in the 8th grade.

**Placement criteria:** MAP test scores in the 60th%ile plus a teacher recommendation or 70th-90th%ile. Student must be motivated to participate in advanced coursework, have an 80% or higher average on all Math 6 unit assessments, and mastery of CCSS from Math 6.
ALGEBRA
This course reviews and extends the use and understanding of the fundamental operations on real numbers as well as expressing quantitative statements in the language of algebra and solving simple equations and inequalities. The second semester covers factoring polynomials, the use of rational expressions in equations, coordinate graphing, irrational numbers, and the solution of simple quadratic equations.
Placement criteria: MAP test scores in the 90th percentile, Orleans Hanna in the 80th percentile or higher, and student is motivated to participate in advanced coursework, or 80 percentile or higher average on all Pre-Algebra unit assessments.

GEOMETRY
This course covers the study of plane and three-dimensional geometry with emphasis on clarity and precision of language and the logical development of geometric principles in deductive reasoning. Students will work with points, lines, planes, angles, congruent triangles, circles, polygons and transformations. During the first semester of Geometry students will use theorems and postulates to construct formal proofs. Second semester will be more analytical.
Placement criteria: A grade of 'B' or better in Algebra I.

TIER 3 Newcomers Math—“Newcomer” is an umbrella term that includes various categories of immigrants who are born outside of the United States. For example, all immigrants are not necessarily Academic English Learners, as some are fluent in English, while others speak little or no English. Some may need help integrating into U.S. culture and school system. Newcomers of school age who attend public school may be placed in a newcomer program or mainstreamed based on instructional need. (National Clearinghouse for English Language Acquisition, n.d.c).
Placement criteria: WIDA ELD scores of 1.0 to 2.5, enrolled in U.S. schools less than two years, no or limited English, student needs more explicit, direct, scaffolded instruction, opportunities to respond, and guided practice within a project/problem based learning model.

SCIENCE

SCIENCE 7
The Science Department strives to develop in all students the science process skills and content knowledge necessary for the successful navigation of the modern world. The curriculum is aligned with ASD’s adopted standards. The processes of scientific inquiry and engineering design are investigated and infused throughout all science learning. Middle school students explore areas of life, physical, chemical, computer, and earth science. Students are expected to be able to take an active role in participation during hands-on activities and to be able to function in cooperative learning groups, especially during laboratory situations. Safety in the science classroom is a priority.

GIFTED SCIENCE 7
In addition to the goals and objectives of Science 7, the gifted students will be involved in accelerated studies incorporating portions of the 8th grade science curriculum. Although there will be an emphasis towards acceleration, there will also be enrichment that aims at a more intense study of a subject. It is to be noted that although the program will always emphasize quality rather than quantity, acceleration and enrichment do demand a strong work ethic and organizational skills. Activities will include technique development in scientific method, the nature of science, problem solving and laboratory situations. Writing in the science curriculum will be stressed and students will work on a variety of content based, issue oriented projects, both individually and in groups. Students must qualify for the Anchorage School District Gifted Program in order to be considered for entrance into this class.

HIGHLY GIFTED SCIENCE 7
Building on the ASD Grade Science curriculum, Highly Gifted science enriches and accelerates to better fit the highly gifted learner including an increased focus on global application and abstract thinking. Students are together in Highly Gifted science with other highly gifted learners.
SOCIAL STUDIES

SOCIAL STUDIES 7
This course concentrates on physical and political geography. Social Studies 7 also introduces students to various world cultures, focusing on map skills, current events, and the relationship between the people, their environment, and the world.

RUSSIAN IMMERSION SOCIAL STUDIES 7
This social studies course and the immersion Russian language course are the continuation of the Turnagain Elementary School Russian Language Immersion Program. Students will continue their study of Russian through content while increasing their Russian language skills. The social studies content is representative of the district grade 7 social studies course, a survey of world physical and political geography. This course introduces students to various cultures and focuses attention upon people and their relationship to their environment. It also includes the study of Alaska and its historical and current relationship with Russia. This course is conducted exclusively in Russian. Students who are native speakers of Russian are invited and encouraged to enroll in the two Russian immersion courses. This course satisfies the core requirements for Social Studies. Students must also be enrolled in Russian Immersion Language 7.

SPANISH IMMERSION SOCIAL STUDIES 7
This social studies course is for students who have participated in an elementary Spanish immersion program and desire to continue their Spanish language study in an immersion setting. Students will learn the same content as the ASD seventh grade social studies program, which includes Alaska, physical and political geography, people and their relationship to their environment. Native speakers of Spanish, who are bilingual and biliterate, are also encouraged to enroll in this course, which will greatly enhance their own Spanish language reading, writing and speaking skills. Social studies content will include world geography, physical and political geography, people and their relationship to their environment, Alaska, various cultures in the Eastern Hemisphere including Japan, China, Southeast Asia, Australia and Africa. This class is taught entirely in Spanish. This course satisfies the core requirement for Social Studies. Students must also be enrolled in Spanish Immersion Language 7.

ELECTIVE CLASSES
Romig offers year-long and semester electives. All students in 7th grade are required to take P.E. for the entire year. Students have an opportunity to pick their electives, however, some support classes are mandatory for students who are working towards proficiency in Math and/or Language Arts.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 7
P.E. is a required course for all students. Students who have a physician-documented limitation may be excused from P.E. The activities offered at the seventh-grade level are usually introductory and encourage lifelong skills. The program offers a wide variety of individual, dual, and team activities. The units most often included are basketball, volleyball, dance, strength training, aerobic fitness, pickleball, badminton, and outdoor winter activities.

YEAR-LONG ELECTIVES

BAND - INTERMEDIATE (7TH GRADE BAND)
Designed for students previously in beginning band who have a working knowledge of fundamentals of music theory including key signatures (scale study), counting, rhythms and knowledge of fingerings. Dedicated effort (group and self-discipline) is expected. This is a yearlong elective.

BAND - JAZZ
Romig's Jazz Band is offered as a second musical elective for students already enrolled in Advanced or Intermediate Band. Students are exposed to a variety of jazz techniques, including improvisation skills and sight-reading. Big band charts, jazz and
blues standards, and contemporary hits are all part of the Romig Jazz Band experience. Students must audition with the Jazz Band teacher. Contact Edwards_Jennifer@asdk12.org. This is a yearlong elective.

**BAND – WIND ENSEMBLE**
Romig's premier concert band 40-50 approx. members; entry open to 7th and 8th graders by audition only. Wind Ensemble would be Romig’s festival/touring/adjudicated band. Contact Edwards_Jennifer@asdk12.org. This is a yearlong elective.

**CHOIR INTERMEDIATE**
This course is for students with limited musical experience. Fundamentals of choral music will be stressed, including note reading, part singing, interpretation, individual and group response to direction and basics of vocal technique. There will be performance opportunities throughout the year. This is a yearlong elective.

**FRENCH IA**
Students are active participants in language learning experiences, which assist in developing proficiency in listening comprehension, speaking, reading, and writing of French. Vocabulary is presented in thematic topics such as greetings, classroom, calendar, weather, alphabet, colors, numbers, telling time, sports, family, buildings, animals and professions. Units of study introduce the culture of France and other Francophone countries and integrate basic grammatical structures to support linguistic competency in both French as well as English. This course will help prepare students to live in our increasingly diverse world by developing an appreciation for cultural and linguistic differences. Students who successfully complete French 1A with a minimum of a C may enroll in Middle School French 1B. This is a yearlong elective.

**ORCHESTRA - INTERMEDIATE**
This year-long class is designed for the average seventh grader with one year of experience in orchestra. This class may also be available to 8th graders needing reinforcement of basic orchestral skills. Students must have previous orchestra experience to participate in Intermediate Orchestra, and should have a working knowledge of the fundamentals of orchestral playing and music theory including basic scales, rhythms, bowings and fingerings. Approximately one after-school performance per quarter will be required for students enrolled in Intermediate Orchestra. Advanced 7th graders may audition for the Advanced Orchestra; contact the orchestra director for audition requirements and scheduling.

**SPANISH IA**
This full-year course is an intensive introduction to the Spanish language using the Total Immersion method. This results in the accelerated development of comprehension skills. The teacher speaks no English during class. Students will learn to listen, to understand, to speak, to read, to write, and to sing in Spanish. Cultural customs and traditions of Spanish-speaking countries will be introduced. Students will have opportunities to create projects, to view Spanish films and videos, to use Spanish computer programs, and to participate in enrichment activities. Students are expected to be self-motivated, self-disciplined, and to actively participate in all activities with minimal usage of English. This is part one of a two-year sequence. Students who successfully complete Spanish IA in the 7th grade will be eligible for Spanish IB in the 8th grade.

**SEMESTER ELECTIVES**

**APPLIED TECHNOLOGY**
This class is built around multiple hands-on units centered on problem solving and engineering. Students will participate in various individual and group projects. Possibilities include mousetrap vehicles, rocketry, woodworking, CO2 dragsters, alternative energy vehicles, balsa bridge and tower building, LEGO robotics, media production, and circuitry, among others. The class emphasizes proper use and care of equipment, sustainable use of materials, employment skills, and problem solving. This could either be a semester-long elective or taught for a quarter class as part of an exploratory wheel.

**ART EXPLORATORY**
Art Exploratory is primarily an introductory course utilizing the elements of art and principles of design as a point of departure for experimentation with a variety of media including pencil, paint, plaster, clay, drawing and sculpture. Passing this class is a requirement for Expanded Art. A supply fee is required. This could either be a semester-long class or taught for a quarter as part of an exploratory wheel.

**BAND – BEGINNING (Ukulele)**
Beginning band is for students who wish to learn the fundamentals of music through playing a wind or percussion instrument. Correct breathing, tonguing, posture, proper care of the instrument and reading musical notation will be learned in a large group setting. This could either be a semester-long elective or taught for a quarter as part of an exploratory wheel.

COMPUTER TECHNOLOGY 7
This course is highly useful for both personal and career needs. Students will work toward mastery of the keyboard while exploring various computer/business applications such as Word, Excel and PowerPoint. Students will also have the opportunity to make music with GarageBand, edit pictures with Photoshop, and create animation with Sketch Up, Animation-lish, and more. Internet Safety and Responsibility will be stressed. This could either be a semester-long elective or offered for a quarter as part of an exploratory wheel.

DEBATE
This is a competitive debate class where students prepare for district wide debate competitions. Students explore multiple perspectives, research and defend a variety of positions and issues while developing strong reading, writing, speaking, and listening skills. The study and practice of academic debate will strengthen various language arts and civic skills, including: argument construction, evidence analysis and evaluation, organization, persuasion, effective word choice, research competence, media literacy, reading comprehension, public speaking, ethics and civility. This is a semester elective, but is often taken for the entire school year.

FILM, AUDIO & VIDEO PRODUCTION (prerequisite Computer Technology 7)
The Film, Audio & Video Production class introduces all the skills and knowledge you need to launch a successful career in film, radio, video or television. Students complete radio, film and video projects while learning to work as part of a production team. The curriculum includes assignments geared to developing both creative and technical proficiency. There will be opportunities to produce, write, direct, shoot and edit on numerous projects. Students will be working with multiple editing suites gaining experience that would allow them to advance quicker in the high school Production classes. This class will be open to 7th graders second semester upon successful completion of Computer Tech 7 first semester.

HOME ECONOMICS (Family and Consumer Science)
Students will work in small groups and individually to explore these areas and more: food, nutrition, textile/fabric creations, and personal finance. They will complete activities that include research and a variety of hands-on and computer activities. This could either be a semester-long elective or taught for a quarter as part of an exploratory wheel.

MARINE BIOLOGY
This class will focus on understanding the life in the oceans. It is designed to give students an in-depth look at interesting subjects like whales, sharks, penguins, and fish while maintaining rigorous scientific growth. This course will center on Alaskan marine ecosystems, but will also broaden out to the other major worldwide oceanic ecosystems.

ROCKETRY
This elective will teach students about the science of aerodynamics, airplanes and rockets. Students will build a glider, a rocket from scratch and an Estes Model Rocket. Students observe and learn about stability, simple electrical circuits, the space program, laws of motion, orbits, trajectories and altitude tracking.