



**HADLEY** NEW HORIZONS

*Working together to meet the needs of our middle level learners*

2009-2010

HADLEY JUNIOR HIGH  
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Principal

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HADLEY JUNIOR HIGH SCHOOL

# CHOICE BOOK

## About the CHOICE BOOK

The Hadley Junior High School CHOICE BOOK is a course catalog. It contains those courses offered to students that are *in addition* to the required curriculum. This is the first year that choice classes are available, and Hadley is pleased to be able to provide a range of well-designed offerings. In creating the CHOICE BOOK, we have tried to anticipate questions and make the selection process as simple as possible. Students are automatically registered for their required courses (such as Literacy), which is why required courses are not contained in this booklet.

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## Hadley Mission Statement

The purpose of Hadley Junior High School is to prepare our students intellectually and emotionally for their high school years and the future by providing a safe and supportive learning environment that meets the unique needs of our adolescent learners, while developing respectful relationships among students, staff, families and community.

## Hadley Belief Statements

We believe and understand middle level learners:

- Display wide ranges of physical, cognitive, emotional, and social development, and as a middle level school, we respond by providing developmentally-appropriate learning opportunities, strategies, and activities.
- Need healthy relationships with peers, staff, family, and community as they strive for independence, and as a middle level school, we respond by creating a welcoming and encouraging learning environment, which enhances and broadens meaningful student/adult interactions.
- Need opportunities that are academically challenging and personally meaningful and relevant, and as a middle level school, we respond by providing a standards-based curriculum with flexibility in our instructional approaches and our organization of the school and the school day.
- Need to explore individual interests, and as a middle level school, we respond by encouraging and supporting students in embracing change, taking academic risks, pursuing new skills, assuming new roles, and expressing creativity.



## WELCOME TO HADLEY



Principal Dr.  
Chris Dransoff

Dear Hadley family,  
Whether you will be a returning Hadley family, or will be new to our school in 2009, I want to welcome you to the Hadley community.

Keeping connected with our families is important to us because it will help your student have a great school experience. Some ways to do this are to attend Parent-Teacher Conferences in November, read *Hadley Happenings* each month, and visit Hadley on parent visitation days (the third Thursday of each month).

On behalf of the entire staff, welcome to Hadley. I look forward to seeing you during the upcoming school year.

—Chris Dransoff

### HADLEY ORGANIZATION

Hadley is organized into teams, each of which has approximately 135 students. Students on a given team have the same set of teachers for Literacy, Science and Social Studies; other classes such as Math, Physical Education and Exploratory are scheduled independently of the team. Extra-curricular activities are not usually team-related.

The Hadley day is divided into class periods and students travel from subject to subject. Each student is assigned to a counselor, who assists them in navigating Hadley successfully and is a contact for parents.

Some Hadley people to know are Principal Dr. Chris Dransoff; Assistant Principals Kim Hefner and Christine Marcinkewicz; Counselors Sharon Dunham, Kyle Sieck and Emmah Welsh; School Nurse Rose Schoening; and school office staff members Terry Finnerty, Erin Farrell-Moroni, Holly Stropes and Leigh Ann Vock.

## ABOUT HADLEY "CHOICE" COURSES

In Spring of 2007, Hadley embarked on an organizational improvement effort called Hadley New Horizons. Over the course of about a year and a half, study groups developed recommendations for improving the Hadley experience from the academic, social and emotional perspectives. These groups reviewed research about what is effective in middle level education; among their findings was that excellent middle schools usually offer their students some choice of classes.

The prospect of developing choice courses was inspiring to our teachers, who suggested scores of possibilities. In developing the courses you see in this book, we first surveyed our students, teachers and parents about their interests. This helped us to focus our course selections. Next, teams of teachers developed course curricula in alignment with State and Federal learning standards for what students should know and be able to do.

Another facet of being able to offer choices to students was adapting our schedule. We settled on an "A/B" schedule, which allows us to provide choice with no loss (and actually a gain) of instructional time in the basics. Most of the choice courses in this booklet will be offered every other day over 18 weeks (instead of the current 9 weeks): Monday-Wednesday-Friday during one week, Tuesday-Thursday during the next week. This allows the student to have two exploratory classes over 18 weeks, each scheduled at the same time, but on alternate days.

The Course Preference Form in the back of this booklet asks students to choose more preferences than they will actually take. This allows us the flexibility we need to schedule 1150 students into a limited number of choice courses. Over the 2009-2010 school year, sixth graders will have a total of 4 choice units (courses may be from one to four units), seventh graders will have 7 units and eighth graders will have 8 units.



## DECODING HADLEY: SOME HELPFUL TERMS

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### **A/B Schedule**

Choice courses are offered every other day over 18 weeks: Monday-Wednesday-Friday during one week, Tuesday-Thursday during the next week. This allows the student to have two exploratory classes over 18 weeks, each scheduled at the same time, but on alternate days.

### **Academic Support**

A class was introduced in 2008-2009 in place of Large Group for identified students who are performing below grade level in Math and/or Language Arts.

### **Block**

A length of time greater than a normal class period, for example, Literacy is taught in a 90-minute block.

### **Choice Courses**

Electives, or courses that are in addition to required courses such as Math or Literacy. Choice courses are also referred to as Exploratory courses, although there are required Exploratory courses in 6th grade.

### **Closed Campus**

Hadley is a closed campus, meaning all students remain at school for lunch.

### **Core Classes**

Literacy, Science, Social Science. These are the courses taught in a team setting.

### **Core Curriculum**

Math, Literacy, Science and Social Science.

### **Core Extensions**

A type of "choice" or Exploratory class based in the core curriculum that further develops aspects of it. (See Exploratory.)

### **Exploratory**

A general term for the required 6th grade rotation of courses at Hadley that provide exposure to subjects such as the arts and life skills, as well as the choice courses in this booklet

### **Guided Study**

An interim step for 2008-2009 that replaced Large Group for those students who are not in Academic Support or foreign language. In 2009-2010, Guided Study will go away as the expanded choice courses are implemented.

### **Hadley Happenings**

The monthly PTA newsletter.

### **Hadley New Horizons (HNH)**

An organizational improvement effort for Hadley that began in 2007.

### **Large Group**

Large Group was replaced by Academic Support and Guided Study in 2008-2009. In past years, it provided a semi-structured setting for activities and study.

### **Student Activity Nights**

Regular grade-level nights for students to socialize and have fun in a safe and supervised setting.

### **Teams**

Hadley students are organized into three teams of about 135 students at each grade. The teams help make Hadley a "smaller" environment by reducing the number of teachers and students the children interact with on a daily basis.

### **Third Thursday**

Parent visitation day. Parents are free to spend the day at school, following all or part of their child's schedule.



## HOW TO USE THIS BOOKLET

The courses in this booklet are “choice” courses that were designed to meet student interests and align with our curriculum. The booklet has a 6th grade section, and a 7th & 8th grade section. Each section starts with a summary list of the choice courses followed by detailed course descriptions. In the back of the book you will find the Course Preference Form. To get the most out of this booklet, follow the steps below.

- 1 Read the general information in the front of this booklet and the course descriptions in your grade level section. We recommend that students and parents discuss the choices together.
- 2 Fill out the Course Preference Form. These selections are for the entire year and your student may have some classes in the first part of the year, some in the second. You’ll be asked to fill in more choices than the student’s schedule can accommodate to allow Hadley some scheduling flexibility. Classes with insufficient enrollment may be cancelled.
- 3 Students should bring their signed Course Preference Form (p. 12) to school no later than **March 23** so that scheduling can begin.

**Required courses:** The courses in this booklet are in addition to required courses such as Literacy and Math, the required 6th grade Exploratory courses, and Special Education programs. Students do not select required courses and programs but will be automatically scheduled for them.

**Academic Support courses:** Academic Support classes provide targeted help to identified students in reading, math, and second language students. These are not included as choices in this booklet because students are registered for them based on teacher recommendation and test data. If your student has been identified for an Academic Support Class, you will be notified in May.

## ABOUT UNITS AND SCHEDULING

When selecting course preferences, please remember:

- We cannot guarantee that you’ll receive all your choices. This is why we ask students to indicate more preferences than they could possibly take.
- Choice courses are scheduled in two 18-week rotations within the 36-week school year.
- You will be choosing course preferences for the whole year; you may be placed in a course in the first or second 18-week rotation (2- and 4-unit courses are for the whole year).
- Each choice course is assigned a number of units: 1, 2 or 4. Regardless of number of units, every course is 45 minutes long.
- 1-unit classes: offered on an A/B schedule, meaning every other day (M-W-F one week, T-TH the next) over 18 weeks.
- 2-unit classes: offered on an A/B schedule (M-W-F one week, T-TH the next) over the entire year.
- 4-unit classes: offered every day (AB/AB) over the entire year; 7th and 8th grade Foreign Language classes are 4-unit classes.



# Band and Orchestra choices for 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> grade students

## CATEGORY: ORCHESTRA/BAND

Students in instrumental music programs are committing to class as well as to activities that occur outside of the school day such as rehearsals and performances.

**Students may choose only one in this category and must identify an instrument on the Course Preference Form.**

### Course A50B: Intermediate Orchestra (2 units)

- Teacher recommendation. One year commitment; cannot be dropped.
- Students attend four evening rehearsals during the year.
- Prerequisite: To enroll, students must have at least one or two years playing experience or have acquired basic skills from a beginning orchestra method book.

An orchestra class designed for mostly 6<sup>th</sup> graders, with some 7<sup>th</sup> and 8<sup>th</sup> graders. Students develop instrumental skills needed to progress to the next level of orchestra (Hadley Strings). Students play and perform appropriately graded music of a varied repertoire and learn scales and techniques specific to their instrument. Students perform in two concerts, Winter and Spring; Solo and Ensemble Festival performances are optional.

### Course A60B: String Orchestra (2 units)

- Teacher recommendation OR audition. One year commitment; cannot be dropped.
- Students attend before-school full string orchestra rehearsals on Monday, Wednesday and Friday from 7:20 a.m.-8:20 a.m.
- Prerequisite: To enroll, students must have at least three years playing experience or recommendation of instructor.

An orchestra class designed for mostly 8<sup>th</sup> graders, with some 6<sup>th</sup> and 7<sup>th</sup> graders. Students develop instrumental skills needed to progress to the next level of orchestra (high school). Students play and perform appropriately graded music of a varied repertoire and learn scales and techniques specific to their instrument and perform in two concerts: Winter and Spring. Students participate at the IGSM District Contest and may qualify for the IGSM State Contest. A demonstration concert is held in May. A graduation performance is held at the end of the school year. Solo and Ensemble Festival performances are optional.

### A70B: Cadet Band (2 units)

- Teacher recommendation OR audition. One year commitment; cannot be dropped.
- Students participate in before-school rehearsals once a week.

- Prerequisite: To enroll, students must have at least one year playing experience or have acquired basic skills from a beginning band method book.

A band class designed for mostly 6<sup>th</sup> graders, with some 7<sup>th</sup> and 8<sup>th</sup> graders. Students develop instrumental skills needed to progress to the next level of band (Concert Band or Symphonic Band). Students play and perform appropriately graded music of a varied repertoire and learn scales and techniques specific to their particular instrument. Students perform in two evening concerts: Winter and Spring. Solo and Ensemble Festival performances are optional.

### A80B: Concert Band (2 units)

- Teacher recommendation OR audition. One year commitment; cannot be dropped.
- Students participate in before-school band rehearsals once a week.
- Prerequisite: To enroll, students must have at least two years playing experience or recommendation of instructor.

A band class designed for mostly 7<sup>th</sup> graders, with some 6<sup>th</sup> and 8<sup>th</sup> graders. Students develop instrumental skills needed to progress to the next level of band (Symphonic Band). Students play and perform appropriately graded music of a varied and learn scales and techniques specific to their instrument. Students perform in two evening concerts, Winter and Spring, as well as Graduation Band. Solo and Ensemble Festival performances are optional.

### A90B: Symphonic Band (2 units)

- Teacher recommendation OR audition. One year commitment; cannot be dropped.
- Students participate in before-school rehearsals three times a week.
- Prerequisite: To enroll, students must have at least three years playing experience or recommendation of instructor.

A band class designed for mostly 8<sup>th</sup> graders, with some 6<sup>th</sup> and 7<sup>th</sup> graders. Students develop instrumental skills needed to progress to the next level of band (high school). Students play and perform appropriately graded music of a varied repertoire and learn scales and techniques specific to their instrument. Students play in Winter and Spring evening concerts, Hadley Winter and Spring Music Assemblies, Demonstration concert in May, Graduation Band, the IGSM District Contest and may qualify for the IGSM District Contest. Solo and Ensemble Festival performances are optional.



# 6<sup>th</sup> Grade summary of choices

Sixth grade students will automatically be registered for a required Exploratory rotation of Art, Applied Technology, Life Skills and Health, and these required courses are not in this booklet. Placement in a given course cannot be guaranteed. Students should select six units from the list below. They will be placed in four units.

## Category | Orchestra/Band (See page 5 for course listings)

## Category | Exploratory/Core Extensions

- 610EX: Singing Sensation (1 unit)
- 611EX: I Think You're Going to Like This Picture: Art Tech Photography (1 unit)
- 612EX: Croissants to Cafés (1 unit)
- 613EX: ¿Qué pasa, calabaza? (1 unit)
- 614EX: The Dog Ate My Homework (2 units)
- 622CE: Household Chemistry (1 unit)
- 623CE: That's Entertainment (1 unit)
- 624CE: Digging Ancient Egypt: A Journey Up the Nile (1 unit)

Course descriptions are on the following pages.



# 6<sup>th</sup> Grade course descriptions

## CATEGORY: EXPLORATORY/CORE EXTENSION

### 610EX: Singing Sensation (1 unit)

Do you want to do your best in an upcoming audition, or think you may have a performing career in your future? In this class, students learn to work up a character and choose appropriate repertoire, costumes, and make-up. Students study vocal techniques, vocal and physical health, differences and similarities among vocal styles such as Opera, Music Theater, Jazz, Rock/Pop, Country, and Classical. Students practice Theater/Improvisational techniques and Dance styles such as Ballet, Tap, Musical Theater, Modern, and Jazz. The course will conclude with a Vocal Solo, Ensemble, and Dance "Audition."

### 611EX: I Think You're Going to Like This Picture: Art Tech Photography (1 unit)

Students take candid photographs for the Yearbook, immortalize their friends and themselves using One-TouchVideo Photo Booth Photography, explore their artistic side using ADOBE PHOTOSHOP ELEMENTS, get creative constructing giant images of themselves with Raster Graphics, and place themselves in photographic documentaries using PhotoStory software. We'll meet a "pro" who uses photography in the Career World, and use applications in the award-winning Art Tech Labs. The best graphics created by students will be included in the Annual Student Touring Show sent to Europe, Central America, and Asia by the Illinois Department of Commerce.

### 612EX: Croissants to Cafés (1 unit)

An introductory course to French language and culture for students who want to take their French language skills beyond "bonjour." Students learn basic listening, speaking, reading and writing in French and basics of French culture. Students taking French may also elect to take Spanish to compare the languages and to help them choose what language to study in seventh and eighth grade, or in high school.

### 613EX: ¿Qué pasa, calabaza? (1 unit)

An introductory course to Spanish language and culture for students who want to take their Spanish language skills beyond "hola." The class will give students skills to do some basic listening, speaking, reading, and writing in Spanish and the opportunity to learn about Hispanic culture. Students taking Spanish may also elect to take French to compare the languages and to help them choose what language to study in seventh and eighth grade or high school.

### 614EX: The Dog Ate My Homework (2 units)

This class helps students take responsibility for their learning. Topics include time management, note-taking, study skills, test-taking strategies, organizational techniques, goal setting, and managing long-term assignments.



# 6<sup>th</sup> Grade course descriptions

## 622CE: Household Chemistry (1 unit)

Did you know that you can create science experiments using kitchen items? Do you ever wonder what makes something a solid, liquid, or a gas? It's chemistry! This course looks at what makes something explode or freeze, sizzle or pop, or not change at all. Chemistry is how everything interacts and changes. Students make slime, create chemical reactions, solve problems, and produce delicious treats. Each project illustrates different chemical concepts (such as states of matter, polymers, heat transfer, and acids and bases).

## 623CE: That's Entertainment (1 unit)

What do the Three Stooges, Jack Nicholson's make-up in Batman and school talent shows have in common? Students learn how theatrical styles of the past have influenced today's entertainment by journeying back to ancient Greece, imperial Japan, Renaissance Italy, and other world centers of artistic innovation. Students make masks, experiment with make-up and costuming, and try a variety of acting styles using short scenes selected from more than 2,000 years of theatre history. Students put it all together in a final performance showcasing how what took place then becomes what's happening now. Participants in this class need to be comfortable working in small groups, performing in front of others, and open to experimenting with movement and vocal activities.

## 624CE: Digging Ancient Egypt: A Journey Up the Nile (1 unit)

Take on the role of an archaeologist and return to the time of the pharaohs. Discover what it was like to live in ancient Egypt through hands-on activities. Students create artifacts (boats, jewelry, statues, etc.), write plays and stories, explore the mysteries of the pyramids, play ancient games and more.

Students should bring their signed Course Preference Form on page 12 to school no later than March 23.



# 7<sup>th</sup> & 8<sup>th</sup> Grade summary of choices

## Each student should identify a total of 12 units.

Because placement in a given course cannot be guaranteed, students should select 12 units, knowing that they will be placed in fewer than that. **Below is a summary of courses; these are for both 7<sup>th</sup> and 8<sup>th</sup> grade unless otherwise noted.** Before making selections, please see the detailed course descriptions on the following pages.

### Category | Orchestra/Band (see page 5 for course listings)

### Category | Foreign Language

The courses below are each equivalent to a semester of Foreign Language at Glenbard West High School and are a two-year commitment. Please select the correct course for your grade level.

- 702FL: French 1A for **7<sup>th</sup> grade** (4 units)
- 703FL: Spanish 1A for **7<sup>th</sup> grade** (4 units)
- 800FL: French 1B for **8<sup>th</sup> grade** (4 units)
- 801FL: Spanish 1B for **8<sup>th</sup> grade** (4 units)

### Category | Exploratory/Core Extensions

- 704FL: Curso de español para hispanohablantes (Native Spanish speakers only) (1 unit)
- 803FL: Étudie le français au lycée? Mais oui!  
**8<sup>th</sup> grade**(1 unit)
- 804FL: ¿Estudia el español en el colegio? ¡Por supuesto **8<sup>th</sup> grade** (1 unit)
- 7801EX: Lights, Camera, Action: Art Technology Video (1 unit)
- 7802EX: Kid's Cuisine (1 unit)
- 7803EX: Hadley Chefs (Prerequisite – Kid's Cuisine) (1 unit)
- 7804EX: Strikers and Strummers (1 unit)
- 7805EX: Kids on Stage (1 unit)
- 7806EX: Composers Workshop (1 unit)
- 7807EX: Concert Ts & More: Art Tech Computer-Generated Imaging (1 unit)
- 7808EX: Lego Robotics (1 unit)
- 7809EX: Art II: Creativity Sharpened (1 unit)
- 7810EX: Studio Art: Creativity Ignited (Prerequisite: Art II: Creativity Sharpened) (1 unit)
- 7811EX: Web Wonders (1 unit)
- 7812EX: The Dog Ate My Homework (2 units)
- 7813CE: Dateline Hadley (2 units)
- 7814CE: Entrepreneurs Start Here! (1 unit)
- 7815CE: CSI: Hadley Forensics (1 unit)
- 7816CE: Cash or Crash—Investing and Personal Finance (1 unit)
- 7817CE: United States Military History (1 unit)
- 7818CE: What in the World is going on?? (1 unit)
- 7819CE: Imagineering—Design it, Build it, Test it (1 unit)
- 7820CE: Seabiscuit under Friday Night Lights on Glory Road in the Field of Dreams with Raging Bull

Course descriptions are on the following pages.



# 7<sup>th</sup> & 8<sup>th</sup> Grade course descriptions

## CATEGORY | FOREIGN LANGUAGE

*Note: additional Foreign Language courses are listed under the "Exploratory/Core Extension" category. However, only the courses below may be considered for high school equivalency.*

### **702FL: French 1A for 7th grade** (4 units)

One-year course. Students focus on listening, speaking, reading, writing and culture. Units include "Getting Acquainted," "Everyday Life in Paris," "Daily Activities," and "People and Possessions." Cultural activities give students an appreciation of French culture and knowledge of where French is spoken throughout the world. This course is fully articulated with Glenbard West High School and covers semester one of level 1 French. To be considered for level 2 at the high school, Hadley students must continue with French 1B when they are in eighth grade. In other words, a two-year course of French at Hadley is equivalent to the first year of high school French, and students who choose this course are making a two-year commitment.

### **703FL: Spanish 1A for 7th grade** (4 units)

One-year course. Students focus on listening, speaking, reading, writing and culture. Units of study include "Friends and Me," "School," "Food," and "Leisure Activities." Cultural activities give students an appreciation of Spanish culture and knowledge of where Spanish is spoken throughout the world. This course is fully articulated with Glenbard West High School and covers semester one of level 1 Spanish. To be considered for level 2 Spanish at the high school Hadley students must continue with Spanish 1B when they are in eighth grade. In other words, a two-year course of Spanish at Hadley is equivalent to the first year of high school Spanish, and students who choose this course are making a two-year commitment.

### **800FL: French 1B for 8th grade** (4 units)

*Prerequisite: French 1A. An average grade of 75% or higher is recommended for success in 8th grade.*  
With a focus on listening, speaking, reading, writing and culture, this year-long class includes units such as "Getting Reacquainted," "Visiting a French City," "Buying Clothes," and "Leisure Time Activities." Students learn about French culture and where French is spoken throughout the world. This course is fully articulated with Glenbard West High School and covers semester two of level 1 French. Placement at level 2 at Glenbard West is contingent upon satisfactory performance in class and on placement exams administered in December/January and March/April.

### **801FL: Spanish 1B for 8th grade** (4 units)

*Prerequisite: Spanish 1A. An average grade of 75% or higher is recommended for success in 8th grade.*  
With a focus on listening, speaking, reading, writing and culture, this year long includes units such as "Family and Celebrations," "The House," "Clothing and Shop-

ping," and "Vacation." Students learn about Spanish culture and knowledge of places where Spanish is spoken throughout the world. This course is fully articulated with Glenbard West High School and covers semester two of level 1 Spanish. Placement at level 2 at Glenbard West is contingent upon satisfactory performance in class and on two placement exams administered in December/January and March/April.

## CATEGORY | EXPLORATORY/CORE EXTENSION

### **704FL: Curso de español para hispanohablantes** (1 unit)

This course is designed for students who speak/hear Spanish daily at home. Basic knowledge of writing and reading Spanish is required. This course is taught COMPLETELY in Spanish to improve Spanish fluency and literacy through speaking and writing. The class also explores the geography and culture of Spanish speaking countries.

### **803FL: Étudie le français au lycée? Mais oui! For 8th grade** (1 unit)

This class offers eighth grade students who did not take French in seventh and eighth grade an opportunity to learn some essentials of the language in preparation for French 1 in high school, using the high school curriculum as its basis.

### **804FL: ¿Estudia el español en el colegio? ¡Por supuesto. For 8th grade** (1 unit)

This class offers eighth grade students who did not take Spanish in seventh and eighth grade an opportunity to learn some essentials of the language in preparation for Spanish 1 in high school using the high school curriculum as its basis.

### **7801EX: Lights, Camera, Action: Art Technology Video** (1 unit)

Students create, produce and edit video, immortalize their friends and themselves using MovieMaker & iMOVIE editing software, explore their artistic side using iMAC and PC platforms, produce music videos starring themselves using a software called GarageBand, and place themselves in school documentaries using Photoshop, iPHOTO, & iMOVIE HD. We'll make claymation sequences using Frames software. Students produce "morph" videos that show them and their friends transforming into their favorite animals. We'll meet a "pro" who uses video production in the Career World, and use applications in the award-winning Art Tech Labs. The best videos created by students will be included in the First Annual Student Film Fest set up for viewing by all in our LLC.

### **7802EX: Kid's Cuisine** (1 unit)

Our motto is "Everyone can cook." Students learn basic cooking skills by making tasty recipes such as pizza, pasta and fudge. Students learn everything from buying to preparing to serving food. They interpret



# 7<sup>th</sup> & 8<sup>th</sup> Grade course descriptions

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recipes, learn correct use of utensils and appliances, apply proper measuring and cooking techniques, and follow kitchen safety procedures. Students study nutrition and discover cooking methods which help to make foods healthier. They also learn how to enhance meals with table settings, types of meal service, and proper dining etiquette.

## **7803EX: Hadley Chefs** (1 unit)

*Prerequisite – Kid’s Cuisine*

If you like to cook, being a chef just might be the future career for you. Students learn what it takes to be a chef and develop their cooking skills by making a variety of scrumptious recipes. More advanced recipes give students experiences in preparing appetizers, breads, side dishes, casseroles, and sweet endings. Students will even become artists with a unit on cake decorating.

## **7804EX: Strikers and Strummers** (1 unit)

For students who don’t play an instrument but have always wanted to try! This course covers basic piano and basic guitar. Students learn to read music, learn scales and chord progressions, and be introduced to a variety of styles so they can begin to improvise. Students develop a firm foundation on how music works and what it takes to learn an instrument. They’ll learn to perform two or three songs on each instrument using traditional note reading and guitar tablature.

## **7805EX: Kids on Stage** (1 unit)

“Kids on Stage” is a comprehensive theatrical course that also teaches students how to audition. Students study the history of drama, playwrights, the theater and stages, how they have changed, differences and similarities among plays, live/film productions and operas. Students learn how music theater works as well as career options in the theater. Students learn to develop a character, choose appropriate literature, pick audition costumes, and work with stage make-up. Students also learn theater/improvisational techniques, working with props, working with other actors, being aware of spatial perception, and communicating with the entire body. The course concludes with several “auditions,” including a theatrical monologue, a theatrical ensemble, a vocal solo and dances.

## **7806EX: Composers Workshop** (1 unit)

This class is for students who play an instrument, sing or want to learn to develop their original musical ideas. Students learn to conduct and compose “mini pieces” in several time signatures, keys, forms, and utilize a variety of harmonic techniques and chord structures. Students become better musicians and composers by identifying these musical elements through aural examples and by writing an original piece. Students walk away from this workshop with a better understanding of compositional techniques and a professional printed copy and a CD of their composition.

## **7807EX: Concert Ts & More: Art Tech Computer-Generated Imaging** (1 unit)

Students create graphics on T-shirts, turn themselves into comic book heroes using COMIC LIFE MAGIQ, explore their artistic side using ADOBE PHOTOSHOP ELEMENTS, get creative with WACOM GRAPHICS TABLETS, and place themselves in movie frames using WinDVD software. They meet a “pro” who uses Photoshop in the Career World, and use applications in the award-winning Art Tech Labs. The best graphics created by students will be included in the Annual Student Touring Show sent to Europe, Central America, and Asia by the Illinois Department of Commerce.

## **7808EX: Lego Robotics** (1 unit)

Lego Robotics introduces students to the exciting world of computer programming using robotics. Lego Robotics will use computer, math and science skills to teach students to design, program, test and present fully functional robots that carry out life-like automated tasks. Students write programs to make the robot move forward and turn, respond to sound and light, and other functions.

## **7809EX: Art II: Creativity Sharpened** (1 unit)

Building on the skills learned in sixth-grade art, students explore a variety of two-dimensional and three-dimensional art media, including drawing, painting and weaving. Through the study of art, students gain a better understanding and appreciation of their own art. Students maintain a sketchbook to use for sketching and thumbnail studies of assignments. At the end of this course, students have the knowledge of the elements and principles of design to continue with Studio Art.

## **7810EX: Studio Art: Creativity Ignited** (1 unit)

*Prerequisite: Art II: Creativity Sharpened*

This course is designed to allow students to explore art and their interest in continuing art throughout high school. Students expand their study by drawing, painting, and sculpting to express their own creativity. Students’ personal experiences, process and exploration of materials inspire self-expression and support a positive experience in Studio Art.

## **7811EX: Web Wonders** (1 unit)

Students learn to create podcasts and websites. Podcasting projects will teach the students how to create, edit, and publish podcasts. Web design projects will teach students how to create single web pages, websites, insert pictures, and create hyperlinks between pages and to outside websites.

## **7812EX: The Dog Ate My Homework** (2 units)

This class helps students take personal responsibility for their learning. Topics include time management,



# 7<sup>th</sup> & 8<sup>th</sup> Grade course descriptions

note-taking, study skills, test-taking strategies, organizational techniques, goal setting, and managing long-term assignments.

## **7813CE: Dateline Hadley** (2 units)

What is the News? What are the elements of the News? Is everything on the News true? In the first quarter of the class, students discover elements of a news program including interviewing, broadcasting, great leads and more. In the second quarter, students write, tape and deliver broadcasts of Dateline Hadley touching on interesting aspects of local and Hadley News.

## **7814CE: Entrepreneurs Start Here!** (1 unit)

Turn your business ideas into a solid plan for long-term success! Students turn their ideas into a business plan which can create career success, learning the basic skills of taking an idea and turning it into a money making business opportunity. Students learn to use spreadsheets, advertise, create business cards, and develop a budget and start-up materials list.

## **7815CE: CSI: Hadley Forensics** (1 unit)

Students follow the process of crime scene investigation by experimenting with fingerprinting, blood typing, hair and fiber analysis, paper chromatography, fire science, etc. Students learn to differentiate between "real world" forensics versus "TV forensics," and work as forensic teams to solve a crime scene mystery using skills learned throughout the course.

## **7816CE: Cash or Crash—Investing and Personal Finance** (1 unit)

You are never too young to understand how to invest your money. While the course focuses on stock market investing, students also develop an understanding and awareness of alternative investments (bank accounts, real estate and collectibles). A major interactive part of the course is "investing" in the stock market using simulation software.

## **7817CE: United States Military History** (1 unit)

Students obtain a deeper understanding of the structure of the branches of the U.S. military system and how the military relates to U.S. Government. Students will connect the 7<sup>th</sup> and 8<sup>th</sup> grade social studies curriculum to United States military history, examine specific military campaigns, identify roles of specific military leaders and how they impact U.S. history, and explore the current and future roles of the U.S. military.

## **7818CE: What in the World is going on?** (1 unit)

This class will take its curriculum from current world events, with an emphasis on geography and its influ-

ence on human interaction. Students study connections between modern events, people of power in the world, different cultures and the historical context and interconnectedness of world events as well as compare their own lives with those of others in the world.

## **7819CE: Imagineering - Design it, Build it, Test it** (1 unit)

This hands-on science based course challenges students to use their imaginations and scientific knowledge. Students create a variety of devices, structures and mechanical systems in team projects that target technological design standards used by professional scientists and engineers. Titles of challenges can include The Weakest Link, Rocket Rally, Bottle Blasters, Battle of the Boats, Zoom Machines, Bridge Challenge, Drop Zone, Magnificent Marble Maze, Ultimate Gumball Machine, Super Slingers, Super Structures, Super Subs (submarines) and High Flyer Water Bottle Rocketry.

## **7820CE: Seabiscuit under Friday Night Lights on Glory Road in the Field of Dreams with Raging Bull** (1 unit)

Lights! Camera! Action! Students will learn how the elements of literature and film relate while working on a literature/film related project.



**Students should bring their signed Course Preference Form on page 12 to school no later than March 23.**



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**Our Vision:** Ignite passion. Inspire excellence. Imagine possibilities.



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