

2021-2022

Alfonza W. Davis Middle School

Course Directory



Where a student's future takes off!





Alfonza W. Davis

Our school was named after Alfonza W. Davis. Mr. Davis was born in Omaha in 1919. As valedictorian, he graduated number one in his class from Omaha Public Schools, Technical High School in 1937. After graduation he attended Omaha University. Davis joined the Army Air Corps in 1942 during WWII. He received his flight training at Tuskegee Airfield in Alabama, becoming the first African American from Omaha to graduate and earn his wings. Having graduated top of his flight class, he was chosen to be the squadron leader of the 302d Fighter Group based in Italy. He later became attached to the 332d Fighter Group as the Assistant Group Operations Officer. The 332d Fighter Group was an African American unit, known as the "Red Tail" group because of their special aircraft paint scheme. He achieved the rank of captain, flying the P-51 Mustang escort flyer. Mr. Davis was killed in action during WWII in 1944.



Alfonza W. Davis Middle School

Home of the Aviators

School Colors: Maroon, Silver and Black

Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to accept allegations regarding non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE 68131 (531 299-9822). The following persons have been designated to handle inquiries regarding the non-discrimination policies: Director for the Office of Equity and Diversity, 3215 Cuming St, Omaha, NE 68131 (531 299-0307).

PURPOSE OF DAVIS MIDDLE SCHOOL

The purpose of Alfonza W. Davis Middle School is to advance student achievement through a rigorous academic curriculum focused on essential skills taught in a safe, positive, and inclusive learning environment.

MISSION OF DAVIS MIDDLE SCHOOL

All students at Alfonza W. Davis Middle School will show growth in academic achievement and citizenship as measured by goals stated in our school improvement plan in preparation for high school, college, career, and life.

VISION OF DAVIS MIDDLE SCHOOL

Davis is where a student's future takes off!

SCHOOL HOURS

Davis Middle School will follow the Omaha Public Schools middle school time schedule. All students, grades six through eight will start at 7:40 a.m. and end at 3:05 p.m. Before school begins, all students are invited to have a free breakfast which will be served in the cafeteria from 7:10 a.m. to 7:30 a.m. Any student not eating breakfast will wait outside the cafeteria entrance or may come into the school at 7:10 a.m. to go to the library to read a book of choice or use the library computers for schoolwork. After school clubs, intramurals and activities will run from 3:25 p.m. to approximately 5:00 p.m. For seventh and eighth graders, after school athletic practices will conclude by 5:00 p.m. (unless the contest is away). Late busses will depart at 5:15 p.m. Any transportation eligible student may sign up for the late bus during their lunch in the cafeteria.

BLOCK SCHEDULING

All students follow an alternating day block schedule. Mathematics and English language arts classes meet daily, all other classes meet every other day. All classes meet for extended "blocks" of time. This alternate day schedule is also referred to as "A-day and B-day" classes. Elective (specials) classes meet on alternating days for a semester or a year. There are four blocks each day. Some advantages of this block schedule include reduction in the number of classes students must attend and prepare for each day and extended amounts of time for learning to apply knowledge through hands on activities, group discussions, projects and performance assessments. Block scheduling provides time for students who need more or less time to engage in learning; greater opportunities for some student to be accelerated; increase of uninterrupted time for learning activities, extensive practice, and laboratory work; and blocks of time to allow and encourage teachers to use active teaching strategies and promote greater student involvement.

STUDENT ORIENTATION

Student orientations will be held during August to provide students with knowledge about the school and programming. Students and parents will be invited to student orientation sessions to provide school tours, answer questions, review course schedules, and to enhance familiarity with new processes. All students will receive an orientation packet through a summer mailing in late July/early August. New incoming 6th graders will be invited to Aviator Training Academy that will take place in the month of June.

TEAM CONCEPT

The Davis Middle School program is designed to promote success. Each sixth, seventh and eighth grade student is assigned to an academic team (for example 6A, 7A, 8A) composed of a team of core teachers. The team serves several purposes. Team teachers are responsible for teaching reading, language arts, social studies, mathematics, and science. Team teachers can develop interdisciplinary thematic units of study. The team affords flexibility in scheduling. Most importantly, teaming provides a smaller community of students within the school to allow for more personalized instruction and interaction between teachers and students as well as students and teammates.

Planning time also provides time to conference with parents and or resource personnel regarding special learning and behavior needs of individual students. During our daily team meetings, team teachers review and discuss curriculum, student support, professional development and score student course work.

Through a total team effort, the Davis Middle School staff will work to provide each student with opportunities to grow in knowledge of the academic content standards, performance of life skills and ability to follow-through with responsibilities. Our teamwork is focused on helping each student develop his/her sense of personal responsibility and life-long learning goals. Our goal at Davis Middle School is to provide a rigorous curriculum that will provide a strong foundation of skills and a love of learning that will allow all of our students to enter a career and or a post-secondary education program after the completion of their high school education.

SPECIALIZED CLASSES

In addition to the core classes, students will also receive valuable experience in other subjects. Students will gain knowledge from classes in art, computer applications, technology and living, Spanish (7th & 8th grade), human growth and development, digital media, physical education and music education (vocal, band, orchestra). At Davis Middle School we believe it is important to provide superior academic instruction to all our students, not only in the core areas, but also make sure our students receive a technology rich diverse education in the arts and specialized courses.

CONTENT STANDARDS

All courses are based upon content standards that align with both the state of Nebraska academic content standards and the content standards of the Omaha Public School District. Content standards, what a student should know and be able to do, are the backbone of our curriculum. Student mastery of the content standards are measured through performance and project-based classroom assessments as well as the traditional selected response tests. Mastery of content standards is also measured through diagnostic assessments using an information management system. Omaha Public Schools uses NWEA-MAP to measure growth throughout the school year. Student grades will be largely based upon the mastery of each course's content standards. Most courses have six to nine content standards that will be clearly posted in each room. Students will have multiple opportunities to master the content standards during the course through re-teaching activities. Students that master the content standards quickly will have opportunities for extension activities that expand learning.

TAKE FLIGHT ADVISORY PROGRAM (HOMEROOM)

Take Flight focuses on relationship building between staff and students as well as students and their peers. In addition to building relationships, this course covers study skills, the importance of organizational needs of all students, attendance activities, anti-bully curriculum, test-taking strategies, and other topics as they become essential to our students. Part of the comprehensive curriculum may include a book study at each grade level. The Take Flight Advisory Program meets daily.

MTSS-B

MTSS-B is framework for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient discipline throughout the school environment. MTSS-B methods are researched -based, proven to significantly reduce the occurrence of problem behaviors in schools and supported by a three-tiered model.

SPECIAL EDUCATION

Special Education programs and services are provided to students as outlined in Individual Education Programs (IEP). A range of programs and services are available at Davis Middle School and include small group intervention/remediation, co-taught inclusive education classes, vision and hearing resource services, speech and language therapy, and occupational and physical therapy. In addition, an alternate curriculum self-contained program is available. The special education teacher, assigned as a student's IEP manager, works with the school staff and parent to coordinate all services for the student.

HIGH ABILITY LEARNERS PROGRAM

This program for gifted and talented students recognizes that students with academic proficiency have educational needs that differ from those of their same age peers. While these students require the basic knowledge taught in a regular school program and need the chance to develop socially by interacting with other students, they also require differentiated learning experiences that challenge them and are appropriate to their needs. Therefore, we provide differentiated options that are integrated with the regular school program. Differentiation is part of all our courses.

Initially, students entering Davis Middle School are identified by their standardized test scores and by a recommendation from their 5th grade teacher based on classroom performance. As the year progresses, additional students may be recommended for specific programs based on proficiency demonstrated in the regular classroom. High ability program works to provide academically challenging opportunities for our high ability learners every day in the classroom.

Since students spend most of their time in the classroom, we look at strategies and methods to adapt and modify the grade level curriculum to match the abilities, needs and interests of our students. The process, product or content of the regular curriculum is adapted. This is achieved through differentiated instruction using performance-based grouping, tiered lessons/activities, mentoring, curriculum compacting, acceleration, and independent projects. The emphasis is always on high achievement for every student.

Occasionally non-graded pullouts are scheduled. They are weekly or bi-weekly mini-courses to prepare students for various academic competitions. Students are pulled from different classes so no single class is missed more than once or twice a month.

Membership on academic teams is based on proficiency levels. Davis Middle School's high ability program also sponsors all-school enrichment activities that are offered to anyone who wishes to participate. All high ability activities are curriculum related, offer opportunities that go beyond the regular classroom, promote creativity, and build on problem solving and divergent thinking skills.

SCHOOL LIBRARY

Davis Middle School has a resource-based, flexible scheduling program which allows equal access to the library for all students and staff. Teachers collaborate with the school librarian on research and other projects. Our 6th and 7th grade students in English language arts classes have regularly scheduled time for check out. Teachers also schedule time for leisure reading and for small group use of the library. Students have access to the library before and after school. Internet access to on-line educational resources including library guides and district subscribed databases are also available. Davis Middle School library shares the mission of Omaha Public Schools libraries; The Omaha Public Schools Libraries enable students to be critical thinkers and effective users and producers of information through rigorous and relevant learning experiences that develop a life-long love of reading and learning.

SCHOOL COUNSELING

The vision of the school counseling program, which is aligned with the American School Counselor Association National Model, is that school counselors are advocates, collaborating with students, school staff, families and community resources to empower all students to reach their highest potential. The mission of Davis Middle School's strengths-based counseling program is to support academic success and preparation for post-secondary opportunities for all students. Every student will be provided the nurturing relationships and personal support needed to achieve social competence and academic success. Every student will be empowered to gain the attitudes, knowledge, and skills necessary for life-long academic, career and personal success. Middle school students will be supported to attend school regularly, advance on grade level and transition to high school. Each middle school student will be assigned a school counselor.

Middle school counselors work with students in the classroom, individually and in small groups. They focus on development of a personal learning plan, exploration of careers and post-secondary opportunities, self-awareness, interventions to support academic success, and high school transition. Counselor collaboration with families continues to be critical to ensure students attend school regularly, advance on grade level and transition smoothly to high school.

SAMPLE SIXTH GRADE SCHEDULE

Sample 6 th Grade Schedule	
A Day	B Day
Block 1/2 English Language Arts 6	Block 1/2 English Language Arts 6
Block 3/4 Math 6/Advanced Math 6	Block 3/4 Math 6/Advanced Math 6
Block 5/6 Science 6	Block 5/6 Social Studies 6
Block 7/8 Reading Skills all year (may test out during year) Or STUDENTS WILL TAKE ALL 4 ONE PER QUARTER <ul style="list-style-type: none"> • Art 6 • Computer Applications I • Tech and Living 6 • Lifetime Fitness 	Block 7/8 Physical Education and Music (ALL YEAR) (split block 45 minutes each class) CHOOSE ONE <ul style="list-style-type: none"> • Chorus 6 • Band 6 • Strings 6 • General Vocal Music 6 (1 semester) AND Spanish Flex/Art 6 PLUS (1 quarter each)

FUNDAMENTAL ACADEMIC COURSES FOR SIXTH GRADERS

English Language Arts 6

This course supports student mastery of sixth grade writing standards and focuses on developing and applying students' knowledge in language and composition. Students will develop skills in writing, speaking, listening, and multiple literacies as appropriate to this grade level.

Meets: Daily

Duration: 2 semesters

Credits: 4.0

Mathematics 6

This course covers the 6th grade mathematics content standards. Students will work with integers, fractions, decimals, percent's, study metric and standard systems of measurement, apply properties of geometry, use data analysis, and solve problems involving multiple-step equations.

Meets: Daily

Duration: 2 semesters

Credits: 4.0

Advanced Mathematics 6

This course will extend the learning opportunities for students who are prepared for the rigorous and challenging curriculum extension through the development of the number system carried on in the earlier elementary grades. Content includes work on the fundamental operations and using these operations with the various subsets of the real number system such as whole numbers, fractions, and decimals. This course also addresses unit conversions within a system of measurement, geometry, data analysis, two-set equations and problem solving. All math classes at the sixth grade level will integrate electronic media and communication skills.

Prerequisite: Teacher recommendations based upon Omaha Public Schools Advanced Math Placement Guidelines.

Meets: Daily

Duration: 2 semesters

Credits: 4.0

Science 6

This course continues the standards of scientific inquiry as well as the integration of unifying concepts and processes in science experiences. In this course the emphasis will be placed on Earth structures and processes, Earth's history, energy, structure and function of living systems, flow of matter and energy in ecosystems and biodiversity.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

Social Studies 6

This course examines the ancient world by studying Western Europe, Egypt, Sub-Saharan Africa, and Latin America. Special attention is given to geography, history, economics, culture and the government in these regions.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

ELECTIVE COURSES FOR SIXTH GRADERS

Computer Applications I

This course includes: proper techniques for the effective and efficient operation of the keyboard at 15 wpm with 90% accuracy minimum, word processing, spreadsheets, and data bases are explored and created. Desktop publishing, presentations, and proper use of the Internet and e-mail are introduced. **All sixth graders will take this course.**

Meets: Alternating Days

Duration: 1 quarter

Credits: .50

Life Time Fitness

This course is designed to help the student understand and apply the concepts and skills of fitness activities while understanding the importance of conditioning and exercise. These courses will concentrate on improving the strength, endurance and knowledge of fitness concepts. This will be accomplished through instruction of the skills and concepts of fitness. The OPS Physical Education Content Standards encompassed in these courses will be #1, #2, #3, #4 and #5.

Meets: Alternating Days

Duration: 1 quarter

Credits: .50

Art 6

This course examines the chronology of world art from the prehistoric period to the renaissance. This course places an emphasis on creating art that explores the needs and ideas of the artist of a time period.

Meets: Alternating Days

Duration: 1 quarter

Credits: .50

Technology and Living 6

This introductory course is a unique exploratory course for students. A blend of innovative units from both the Industrial Technology and Family and Consumer Sciences curriculum is team- taught by staff from both disciplines. Students are provided an opportunity to investigate a minimum of eight activities based on learning units, four from technology and four from family and consumer sciences. Students independently choose from areas such as computer-aided design (CAD), clothing structures, foods, lasers, housing, electricity/electronics, consumerism, robotics, childcare, research and design, and family.

Meets: Alternating Days

Duration: 1 quarter

Credits: .50

Spanish Flex

This exploratory Spanish class in World Languages provides a brief experience in the language e.g., greetings, classroom expressions, the alphabet, and the numbers. Information about the prominent aspects of the culture is studied, as well as the connections that various cultures in that language have to our community. Students learn the value of learning another language.

Meets: Alternating Days

Duration: 1 quarter

Credits: .5

Reading Skills 6

This course is designed for readers who have a foundation in decoding skills but experience difficulty comprehending grade-level material. The curriculum focuses on strengthening fluency, comprehension, and vocabulary skills. Placement is based on standardized test scores and teacher recommendation.

Prerequisite: Teacher recommendation based upon Omaha Public Schools Placement Guidelines.

Meets: Alternating days

Duration: 2 semesters

Credits: 2.0

Physical Education 6

This course is designed to include a wide variety of sporting activities and teach the qualities of sportsmanship, competition and fitness. It includes learning the rules and regulations for the major sports of volleyball, wrestling, basketball, soccer, and track and field events. Students also participate in a variety of leisure and lifetime activities including badminton, aerobics and more.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

Choose one of four music options:

General/Vocal Music 6

In this course sixth grade students will explore music as part of everyday life, including studying various styles, understanding musical elements and experimenting with aspects of performance.

Meets: Alternating Days

Duration: 1 semester

Credits: 1.0

If General Music is the choice; students will also take Spanish Flex and Careers and Technology 6

Chorus 6

In this course sixth grade students will continue to develop their skill for reading and singing two and three-part octavo music. This emphasis is on vocal ensemble performance. There will be required performances.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

Beginning Band

This course is offered to students who have demonstrated an aptitude for and interest in instrumental music. Beginning instrumental technique and appropriate musical understandings are introduced through "method" studies and selected band arrangements. Students will need to secure their own instruments so that home practice is possible. Changeover instruments may be provided by the school district. Performance may be included as an extension of classroom activities.

Prerequisite: Band in grade five.

NOTE: For the 2020-2021 school year incoming 6th graders may begin band.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

Beginning Strings

This course is offered to middle school students who have demonstrated an interest in learning to play a string instrument. Appropriate method studies are selected to introduce basic string technique and musical understandings. Instruments included are violin, viola, cello and string bass. Students studying violin will need to secure their own instrument. Violas, cellos and string basses may be furnished by the School District. Performances outside the school day may be required.

Prerequisite: Strings in grades four and five.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

SAMPLE SEVENTH GRADE SCHEDULE

Sample 7 th Grade Schedule	
A Day	B Day
Block 1/2 English Language Arts 7/ H English Language Arts 7	Block 1/2 English Language Arts 7/ H English Language Arts 7
Block 3/4 Math 7/H Pre-Alg	Block 3/4 Math 7/H Pre-Alg
Block 5/6 Science 7/H Science 7	Block 5/6 Social Studies 7
<p style="text-align: center;">Block 7/8</p> <p>One per semester:</p> <ul style="list-style-type: none"> • Spanish FLEX • Art 7 • Careers 7 <p style="text-align: center;">Or</p> <p style="text-align: center;">Reading Skills all year (may test out during year)</p>	<p style="text-align: center;">Block 7/8</p> <p>Physical Education and Music (ALL YEAR) (split block 45 minutes each class)</p> <p style="text-align: center;">1 Term Human Growth & Development 3 Terms Physical Education</p> <p>CHOOSE ONE</p> <ul style="list-style-type: none"> • Chorus 7 • Intermediate Band • Intermediate Strings • Mini-Electives: Tech & Living 7 and ART 7 PLUS (one per semester)

FUNDAMENTAL ACADEMIC COURSES FOR SEVENTH GRADERS

English Language Arts 7

This course supports student mastery of seventh grade writing standards and focuses on developing and applying students' knowledge in language and composition. Students will develop skills in writing, speaking, listening, and multiple literacies as appropriate to this grade level.

Meets: Daily

Duration: 2 semesters

Credits: 4.0

Honors English Language Arts 7

This course is the same as English Language Arts 7, with even greater emphasis placed on the in-depth study of selected topics and works, additional composition alternatives, and critical and creative thinking development opportunities.

Prerequisite: Teacher recommendation based upon Omaha Public Schools English Placement Guidelines.

Meets: Daily

Duration: 2 semesters

Credits: 4.0

Mathematics 7

Students will perform operations with whole numbers, decimals, fractions, and integers, solve proportions and percent problems, convert measurements within systems, use plane geometry, and solve equations and real-life problems.

Meets: Daily

Duration: 2 semesters

Credit: 4.0

Honors Pre-Algebra 1-2

This course is designed to meet the needs of the student who will benefit from a transition course which bridges the similarities of arithmetic and algebra. This course will contain spiraling reinforcement of basic algebraic concepts and topics in order to prepare students for successful placement in Algebra 1-2. This course will cover the content standards for pre-algebra, including operations on real numbers, conversions among fractions, decimals, and percents, solving linear equations and inequalities, graphing linear equations, working with polynomials, and using measures of central tendency to interpret data.

Prerequisite: Teacher recommendations based upon Omaha Public Schools Advanced Math Placement Guidelines

Meets: Daily

Duration: 2 semesters

Credit: 4.0

Science 7

This course integrates life science and Earth & space science. In addition, topics covering science as inquiry, science process skills, science and technology, and science in personal and social perspectives have been added to give the students the connections needed to understand current issues in the world. Students study the flow of energy in an ecosystem, the structure and function of the human body, reproduction and the transfer of genetic material, the components of our Solar System and energy within the Earth's atmosphere.

Meets: Alternating days

Duration: 2 semesters

Credit: 2.0

Honors Science 7

Honors Science 7 engages students in the three dimensions (science practices, disciplinary core ideas, and crosscutting concepts) of learning as identified by the Nebraska College and Career Ready Standards for Science. The topics include structure and properties of matter, chemical reactions, interdependent relationships in ecosystems, matter and energy in organisms and ecosystems, Earth's systems, history of Earth, heredity, and natural selection and adaptations. This course provides a foundation for other science courses. Students enrolled in honor courses have additional experiences that require a more rigorous program of study.

Meets: Alternating days

Duration: 2 semesters

Credit: 2.0

Social Studies 7

This course examines the world we live in by studying Africa, Asia, and Eastern Europe. Special attention is given to the geography, history, economics, culture, and elements of citizenship within the regions studied. Along with their texts, students use technology, novels, current events, and interdisciplinary activities to expand their understanding of the Eastern Hemisphere.

Meets: Alternating days

Duration: 2 semesters

Credit: 2.0

SPECIALIZED COURSES FOR SEVENTH GRADERS

All seventh-grade students will take Physical Education (3 quarters) & Human Growth and Development 7 (1 quarter).

Physical Education 7

This is a course involving students in the development of personal fitness and participation in a variety of sports, games, and dance activities.

Meets: Alternating Days

Duration: 2 semesters

Credits: 1.75

Human Growth and Development 7

This course helps 7th grade students acquire responsible decision-making skills related to personal maturation, peer pressure, communication skills, goal setting, human sexuality and chemical and tobacco usage. All students are required to enroll in this class; a parent/guardian may choose to opt out his/her student.

Meets: Alternating days

Duration: 1 quarter

Credit: 0.25

Choose from below (refer to the Sample Seventh Grade Schedule):

Chorus 7

Chorus 7 is available to seventh grade students who have special interests and abilities in choral singing. Vocal skills are introduced through appropriate unison, two and three-part singing. Musical independence is encouraged through increasing emphasis on musical notation. Performance opportunities are an extension of the classroom experience.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

Intermediate Band

This course is offered to seventh grade students who began instrumental music instruction in their respective elementary schools. Instrumental technique and musical understanding focus on the second volume of standard instrumental studies and appropriate band arrangements. Performance is included as an extension of the classroom activities.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

Intermediate Strings/Orchestra

This course is offered to seventh and eighth grade students who have successfully completed several years study. Instrumental technique and musical understandings focus on standard string method studies and appropriate string orchestra selections. The instrumentation includes violin, viola, cello and string bass. Students with previous instrumental experience may begin changeover instruction on the low string instruments. Performance may be included as an extension of classroom activities.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

Reading Skills 7

This course is designed for readers who have a foundation in decoding skills but experience difficulty comprehending grade-level material. The curriculum focuses on strengthening fluency, comprehension, and vocabulary skills. Placement is based on standardized test scores and teacher recommendation.

Prerequisite: Teacher recommendation based upon Omaha Public Schools Placement Guidelines.

Meets: Alternating days

Duration: 2 semesters

Credits: 2.0

Art 7

This course engages seventh grade students in hands-on experiences with art production as well as aesthetic discussion and art criticism, focusing on the art history of the time between the Renaissance and the present.

Meets: Alternating Days

Duration: 1 semesters

Credits: 1.0

Technology and Careers 7

Students learn how to effectively explore careers while using the Nebraska Career Education Model and related resources. Students will learn the vocabulary and expectations of effective academic and career planning for transitioning into high school.

Meets: Alternating Days

Duration: 1 semester

Credits: 1.0

Technology and Living 7

This course is a unique exploratory course for all 7th grade students. A blend of innovative units from both the Industrial Technology and Family and Consumer Sciences curriculum is team taught by staff from both disciplines.

Meets: Alternating Days

Duration: 1 quarter

Credits: 0.5

Spanish Flex

This exploratory Spanish class in World Languages provides a brief experience in the language e.g., greetings, classroom expressions, the alphabet, and the numbers. Information about the prominent aspects of the culture is studied, as well as the connections that various cultures in that language have to our community. Students learn the value of learning another language.

Meets: Alternating Days

Duration: 1 quarter

Credits: .50

Art 7 PLUS

This course engages seventh grade students in hands-on experiences with art production as well as aesthetic discussion and art criticism, focusing on the art history of the time between the Renaissance and the present. Projects will be different than Art 7 and extension of the Art 7 curriculum.

Meets: Alternating Days

Duration: 1 quarter

Credits: 0.5

SAMPLE EIGHTH GRADE SCHEDULE

Sample 8th Grade Schedule	
A Day	B Day
Block 1/2 English Language Arts 8/ H English Language Arts 8	Block 1/2 English Language Arts 8/ H English Language Arts 8
Block 2 Pre-Algebra/H Algebra/H Geometry	Block 2 Pre-Algebra/H Algebra/H Geometry
Block 3 Science 8/ H Physical Science 8	Block 3 Social Studies 8
Block 4 Spanish 2 all year (must have successfully completed Spanish 1) Or Reading Skills all year (may test out during year) Or ONE PER SEMESTER <ul style="list-style-type: none"> • Introduction to Pottery • Intro to Careers and Technology 8 	Block 4 Physical Education and Music (ALL YEAR) (split block 45 minutes each class) 1 Term Human Growth & Development 3 Terms Physical Education CHOOSE ONE <ul style="list-style-type: none"> • Music Exploration 8 • Chorus 8 • Advanced Band • Advanced Strings • Mini Electives: Art 8 and Tech & Living 8 (each 1 semester)

FUNDAMENTAL ACADEMIC COURSES FOR EIGHTH GRADERS

English Language Arts 8

This course supports student mastery of eighth grade writing standards and focuses on developing and applying students' knowledge in language and composition. Students will develop skills in writing, speaking, listening, and multiple literacies as appropriate to this grade level.

Meets: Daily

Duration: 2 semesters

Credits: 4.0

Honors English Language Arts 8

This course is the same as English Language Arts 8, with even greater emphasis placed on the in-depth study of selected topics and works, additional composition alternatives, and critical and creative thinking development opportunities.

Meets: Daily

Duration: 2 semesters

Credits: 4.0

Pre-Algebra 1-2

This course is designed to meet the needs of the student who will benefit from a transition course which bridges the similarities of arithmetic and algebra. This course will contain spiraling reinforcement of basic algebraic concepts and topics in order to prepare students for successful placement in Algebra 1-2. This course will cover the content standards for pre-algebra, including operations on real numbers, conversions among fractions, decimals, and percents, solving linear equations and inequalities, graphing linear equations, working with polynomials, and using measures of central tendency to interpret data. This is the first semester course of Pre-Algebra 1-2.

Meets: Daily

Duration: 2 semesters

Credit: 4.0

Honors Algebra 1-2

This course is the honors section of Algebra 1-2. It covers traditional algebra topics including operations with signed numbers and polynomials, solving first-and second-degree equations, verbal problems, systems of linear equations, graphing and writing linear equations and inequalities, and simplifying exponential expressions. As an honors class, these topics will be covered in greater depth and with enrichment. This course is the first semester of Honors Algebra 1-2.

Prerequisite: Teacher recommendations based upon Omaha Public Schools Advanced Math Placement Guidelines.

Meets: Daily

Duration: 2 semesters

Credit: 4.0

Honors Geometry 1-2

This course is the honors section of Geometry 1-2. Topics include congruence and similarity of figures, parallelism and perpendicularity, right triangle relationships, formal and informal proof, coordinate geometry, properties of polygons and circles, and perimeter, area, and volume of two- and three-dimensional figures. As an honors class, each topic will be covered in greater depth and with enrichment.

Prerequisite: Teacher recommendations based upon Omaha Public Schools Advanced Math Placement Guidelines.

Meets: Daily

Duration: 2 semesters

Credit: 4.0

Science 8

This inquiry-based course is designed to expose students to selected concepts in chemistry, physics, and energy. Students study elements, compounds and chemical reactions; the practical applications of Newton's First Law; and the transfer and movement of energy through waves. This course provides the foundations for other science coursework.

Meets: Alternating days

Duration: 2 semesters

Credit: 2.0

Honors Physical Science 1-2

Physical Science is an inquiry-based course designed to expose students to selected concepts in chemistry, physics, earth, and space science. Topics include matter, energy, forces and motion, Earth in space, and Earth structures and processes. This course provides a foundation for other science courses and meets the district requirement for physical science.

Prerequisite: Teacher recommendations based upon Omaha Public Schools Physical Science Placement Guidelines.

Meets: Alternating days

Duration: 2 semesters

Credit: 2.0

Social Studies 8

This course explores the life of our country during the time period between Independence to 1914. Instruction is organized around the themes of geography, history, economics, culture, and the elements of citizenship. Students investigate the key people, events and ideas of our country using textbooks, newspapers, novels, primary sources, and technology.

Meets: Alternating days

Duration: 2 semesters

Credit: 2.0

SPECIALIZED COURSES FOR EIGHTH GRADERS

All eighth grade students will take Physical Education 8 (3 quarters) and Human Growth & Development (1 quarter).

Physical Education 8

This is a course involving students in the development of personal fitness and participation in a variety of sports, games, and dance activities.

Meets: Alternating Days

Duration: 2 semesters

Credits: 1.5

Human Growth and Development 8

This course helps 8th grade students acquire responsible decision-making skills related to personal maturation, peer pressure, communication skills, goal setting, human sexuality, teen pregnancy, and chemical usage. All students are required to enroll in this class; a parent/guardian may choose to opt out his/her student.

Meets: Alternating Days

Duration: 1 Semester

Credits: .50

Choose from below (refer to the Sample Eighth Grade Schedule):

Chorus 8

Chorus 8 is available to eighth grade students who have special interests and abilities in choral singing. Choral music is introduced in two and three parts that include bass clef participation. Vocal emphasis is placed on the introduction of the male changing voice and greater extension of all voice ranges. Performance opportunities including the All City Music Festival are an extension of the classroom experience.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

Advanced Band

This course is offered to seventh and eighth grade students with advanced abilities secured through several years of instrumental music participation. Music introduced includes technique studies and selected concert music with full instrumentation appropriate to the classes and ability. Membership is achieved by the recommendation of the instructor. Performance is included as an extension of the classroom activities.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

Advanced Strings/Orchestra

This course is offered to eighth grade students who have demonstrated advanced ability in playing a string instrument. Technique studies and selected concert music advance both technical and musical understandings. The instrumentation includes violin, viola, cello and string bass. Performance is included as an extension of the classroom activities outside of the school day.

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

Introduction to Careers and Technology

This 8th grade level is a continuation of previous levels and the course will prepare students for life-long success by exploring the career development process. This process includes: awareness, exploration, preparation, and application in a life-long plan for career management.

Meets: Alternating Days

Duration: 1 semester

Credits: 1.0

Reading Skills 8

This course is designed for readers who have a foundation in decoding skills but experience difficulty comprehending grade-level material. The curriculum focuses on strengthening fluency, comprehension, and vocabulary skills. Placement is based on standardized test scores and teacher recommendation.

Prerequisite: Teacher recommendation based upon Omaha Public Schools Placement Guidelines.

Meets: Alternating days

Duration: 2 semesters

Credits: 2.0

Spanish 2

This course in World Languages at the second-year level is a continuation and expansion of the principles and concepts of the first year. During this time, students continue to work extensively with interpretive, presentational, and interpersonal communication skills while also delving more extensively into language structure, reading for information and general composition. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

Prerequisite: Successful completion of Spanish 1

Meets: Alternating Days

Duration: 2 semesters

Credits: 2.0

Introduction to Pottery

This middle school course is an introduction for seventh or eighth graders to learn basic skills in hand building techniques with clay. Students will study the history of ceramics throughout the world and learn about the relationship between form and function in ceramic art. Students will learn and use art vocabulary when discussing and writing about ceramic art created by others and themselves. Students will participate in regular aesthetic, historical and critical discussions about ceramic art. This is the first semester of a year-long course.

Meets: Alternating Days

Duration: 1 semester

Credits: 1.0

Art 8

This course allows students to be innovative and reflect on their own experiences as many American artists have and do today. American artists were and are on the forefront of shaping America's identity through recording the human experience in innovative ways. Throughout this course, students will continue to develop their artistic voice and style and explore how they do and will play a part in society. Students will examine art and artists throughout American history focusing on America's diversity and influence. Aesthetic theories of Instrumentalism, Expressionism and Formalism will be studied as well.

Meets: Alternating Days

Duration: 1 quarter

Credits: 0.5

Technology and Living 8

This course is a unique exploratory course for all 8th grade students. A blend of innovative units from both the Industrial Technology and Family and Consumer Sciences curriculum is team taught by staff from both disciplines.

Meets: Alternating Days

Duration: 1 quarter

Credits: 0.5

SPECIAL EDUCATION

CO-TAUGHT COURSES

The special education curriculum is designed to interface with the instructional program at each grade level. Davis Middle School will be using the best practice of co-teaching for the delivery of instruction. That means identified special education students will take regular education courses taught by a regular education teacher teamed up with a special education teacher. Emphasis is placed on the development of academic and functional aspects of the curriculum with particular emphasis on the development of a student's particular skills. Study skill techniques are emphasized and integrated into the daily instructional program. Programming is based on the individual needs of the student. Student's schedules will be designed after consultation with their teachers.

ALTERNATE CURRICULUM PROGRAM: SELF-CONTAINED

This program serves students with cognitive disabilities who require a functional life skill curriculum. Comprehensive instruction is provided in the environments of the self-contained classroom, and community to maximize each student's potential for becoming productive and contributing members of the community as adults. Opportunities are also provided for students to participate in appropriate activities with mainstreamed peers. The following domains are emphasized in the functional life skill curriculum: Basic Skills, Functional Academics, Communications, Community, Domestic, Social/Emotional, Recreation/Leisure and Vocational.

Prerequisite: Student placement in this program is based upon teacher recommendation, assessment results and the student's individual education plan (IEP).

SPEECH/LANGUAGE RESOURCE PROGRAM

A speech and language pathologist is on staff at Davis Middle School to provide language and articulation support to students with verified speech disabilities.

ENGLISH LEARNERS PROGRAM (EL)

EL English A

This course is the core of the beginning level of English Learners courses. The focus of this course is on building vocabulary and expression in English.

Prerequisite: Eligibility based upon assessment results and teacher recommendation

Meets: Daily with EL Reading A

Duration: 2 semesters

Credits: 2.0

EL Reading A

This course offers English Learner students beginning reading instruction in English.

Prerequisite: Eligibility based upon assessment results and teacher recommendation

Meets: Daily with EL English A

Duration: 2 semesters

Credits: 2.0

EL English B

This course is designed for the intermediate English Lerner students. The focus of this course will be to continue the development of basic communication skills. English language vocabulary and more advanced grammatical structures. This course is typically for a second-year English learner.

Prerequisite: Eligibility based upon assessment results and teacher recommendation

Meets: Daily with EL Reading B

Duration: 2 semesters

Credits: 2.0

EL Reading B

This course is designed for intermediate English Lerner students who need additional help to improve their reading skills. Emphasis is on developing fluency, summarizing and sequencing events in a reading passage, recognizing cause and effect, and using systematic strategies to locate information from textbooks, charts, graphs, and tables which may be used in mainstream classes.

Prerequisite: Eligibility based upon assessment results and teacher recommendation

Meets: Daily with EL English B

Duration: 2 semesters

Credits: 2.0

Omaha Public Schools Course Placement Appeals

Level One: Counselor, Curriculum Specialist, Assistant Principal/Data or Principal

A student or parent with a course placement appeal may first discuss the matter with the counselor, or building administrator involved, with the object of resolving the matter informally.

Level Two: Assistant Superintendent of Curriculum, Instruction and Assessment

If the course placement appeal is not resolved at Level One and the individual still wishes to pursue the appeal, he/she may formalize the appeal in writing addressed to the Assistant Superintendent of Curriculum, Instruction and Assessment at 3215 Cuming Street, Omaha, NE 68131.

Level Three: Superintendent

If the appeal is not resolved at Level Two and the individual still wishes to pursue the appeal, he/she may formalize the appeal to the superintendent of schools after receiving a written response from the Assistant Superintendent of Curriculum, Instruction and Assessment.

These steps shall be taken in a timely manner so as to accommodate the registration of courses for the school year in question.

ATHLETICS PROGRAM

All seventh and eighth grade students are eligible to try out for competitive athletic teams. Students in sixth grade may participate in afterschool intramurals, but the number of intramural offerings may vary from year to year based on staff availability. Davis Middle School students are encouraged to participate in athletics and co-curricular activities. It is the belief of Davis Middle School staff, coaches and administrators that students have a primary obligation to complete their school work to the best of their abilities and to behave appropriately before considering athletics and co-curricular activities.

To be eligible to compete in inter-school athletic activities, a student must remain in a positive academic standing. Students who are not meeting academic expectations will work with the athletic director and may miss practices and competitions until student has returned to passing status. Interested students may try out for inter-school athletic activities. A physical examination, proof of insurance, concussion acknowledgement form, parent consent and purchase of a Davis Middle School activity card (this fee is waived if the student qualifies for free or reduced lunch and parent completes a waiver form) are required for participation.

After-school athletic practices will conclude by 5:00 p.m. Late buses are provided for students that receive transportation through the school district's transportation plan. The buses will depart at 5:15 p.m. All athletic contests start at 3:30 p.m. The ending time for athletic contests, home and away, will vary based on the sport and the location of the contest. Prior to the start of each athletic season, students will have the opportunity to sign up for tryouts/teams during their lunch periods. Reminders will be announced in the daily bulletin.

7TH GRADE AND 8TH GRADE ATHLETIC OFFERINGS

FALL SEASON (1st Quarter)

Cross Country - 7th & 8th Grade Boys & Girls
Football - 7th & 8th Grade Boys & Girls
Volleyball - 7th & 8th Grade Girls

WINTER SEASON #1 (2nd Quarter)

Basketball - 7th & 8th Grade Boys
Swimming - 7th & 8th Grade Girls

WINTER SEASON #2 (3rd Quarter)

Basketball - 7th & 8th Grade Girls
Swimming - 7th & 8th Grade Boys
Wrestling - 7th & 8th Grade Boys & Girls

SPRING SEASON (4th Quarter)

Soccer - 7th & 8th Grade Boys & Girls
Track & Field - 7th & 8th Grade Boys & Girls

6TH GRADE INTRAMURAL SPORTS OFFERINGS

FALL SEASON (1st Quarter)

Soccer - Boys & Girls
Cross Country

WINTER SEASON #1 (2nd Quarter)

Basketball - Girls

WINTER SEASON #2 (3rd Quarter)

Basketball - Boys

SPRING SEASON (4th Quarter)

Volleyball
Wrestling

CLUBS AND CO-CURRICULAR ACTIVITIES

Students at Davis Middle School have many opportunities to become involved with the co-curricular clubs and activities. Student involvement fosters self-confidence for learning and a sense of belonging. Participation in clubs and activities also offers opportunities for developing social skills while interacting with students who hold similar interests. Clubs and activities may vary slightly from year to year depending upon student interest and sponsor availability. Research shows that students who are involved in their school will do better academically. We are committed to offer a wide array of clubs and activities that will interest and involve our student body. The following are some of the clubs we are currently offering; they are subject to change.

African American History Challenge
After School Tutoring
Art Club
Book Blasters
Builders Club
Disc Golf Club
Drama Club
Kindness Club
LEGO Club

National Junior Honor Society

Poetry Slam
Robotics Club
Spanish Club
Student Newsletter Club
Student Council - 8th Grade
Tuskegee Club
Yearbook

Omaha Public Schools Graduation & College Entrance Requirements

	OPS GRADUATION REQUIREMENTS	COLLEGE ENTRANCE REQUIREMENTS*
SUBJECT	CREDITS	YEARS
English	8 CREDITS Grade 9 – English 1 & 2 Grade 10 – English 3 & 4 Grade 11 – English 5 & 6 Grade 12 – English 7 & 8	4 years Fulfilled by OPS requirements
Social Studies	7 CREDITS Grade 9 – U.S. History 1 & 2 Grade 10 – Human Geography & Intro to Economics Grade 11 – World History 1 & 2 Grade 12 – American Government	3 years Fulfilled by OPS requirements
Mathematics	6 CREDITS Grade 9 – Math as Recommended Grade 10 – Math as Recommended Grade 11 – Math as Recommended	3 years Algebra 1-2, Geometry 1-2, Algebra 3-4, UNL – One additional year of math beyond Algebra 3-4
Science	** 6 CREDITS Grade 9 – Physical Science 1 & 2 Grade 10 – Biology 1 & 2 Grade 11 – Science Elective	3 years Fulfilled by OPS requirements UNL, UNO, UNK – 2 years must be selected from Biology, Chemistry, Physics, or Earth Science
Physical Education	4 CREDITS	
Human Growth & Development	1 CREDIT	N/A
Personal Finance	1 CREDIT Grade 12 – Personal Finance	
Electives	16 CREDITS <i>Consider education plans and interests</i>	
World Language	N/A	2–3 years of the same language
TOTAL	49 CREDITS REQUIRED <i>For all OPS High Schools</i>	

RECOMMENDED ON TRACK INDICATORS

Grade Level	9 - Freshman	10 - Sophomore	11 - Junior	12 - Senior
Credits Earned	13 credits	25 total credits	37 total credits	49 total credits <i>in Required subjects</i>

Note: 49 Credits are required to graduate.

*NEBRASKA COLLEGE ENTRANCE REQUIREMENTS:

Metro Community College and other Nebraska Community Colleges – Proof of graduation from an accredited high school.
Nebraska State College System – Chadron, Peru, Wayne – Proof of graduation from an accredited high school.
University of Nebraska System – UNO, UNL, UNK (in line with NCAA requirements) – *See your OPS District Student Handbook*

Students and parents/guardians should research the requirements of each institution to ensure that students have selected appropriate courses.

For students attending King Science Technology Magnet who take Biology and Physical Science their sequence could look different at their respective high schools.

*** For students who have successfully completed Physical Science in 8th grade, their sequence will begin with Biology.*

Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to accept allegations regarding non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE 68131 (531-293-3827). The following persons have been designated to handle inquiries regarding the non-discrimination policies: Director for the Office of Equity and Diversity, 3215 Cuming Street, Omaha, NE 68131 (531-293-0307).

