

# Wilbur and Theresa Faiss Middle School 2021-2022

Motto:

*Dream, Believe, Soar to Achieve*

## **Principal**

Roger West

## **Assistant Principals**

Stephanie Dalton

Jennifer Mattox

Gena Reagh

## **Counselors**

Amanda Edwards

Ashley Smith

Mission Statement: Through challenging and engaging activities, the Faiss Middle School community promotes respect, encourages life-long learning, and achieves academic success.

# SCHOOL DISTRICT CALENDAR

This calendar is subject to change. Please review the current calendar online at: <https://ccsd.net/district/calendar/>

## GRADUATION REQUIREMENTS

1. Complete coursework designed around your individual goals and the Core Enrollment Expectations
2. Take the ACT with Writing in eleventh (11th) grade, at no cost (or take the NAA for Alternative Diploma students)
3. Earn a diploma

## ENROLLMENT EXPECTATIONS

Core enrollment expectations for middle school students are listed below by grade level. Middle schools may vary the curriculum in an effort to provide additional opportunities for students to succeed within the school.

### **6th Grade**

Reading  
English  
Mathematics  
Science  
Computers  
Physical Education  
Elective

### **7th Grade**

Reading  
English  
Mathematics  
Science  
Social Studies  
Physical Education  
Elective

### **8th Grade**

English  
Mathematics  
Science  
Social Studies  
Health  
Physical Education  
Elective

# HIGH SCHOOL DIPLOMAS

Clark County School District Diploma Types (in alphabetical order)

Credit Category	Advanced Diploma	Advanced Honors Diploma		College and Career Ready Diploma ***	Standard Diploma and Alternative Diploma (Cohort of 2021)	Standard Diploma and Alternative Diploma (Cohorts of 2022 and beyond)
		Honors Units	Total Units			
English	4	3	4	4	4	4
Mathematics	4	2	4	4	3	3
Science	3	2	3	3	2	2
Social Studies	3 *	2	3	3 *	2	2
PE	2	-	2	2	2	2
Health	0.5	-	0.5	0.5	0.5	0.5
Computers	0.5	-	0.5	0.5	0.5	0.5
Arts/Hum/CTE	1	-	1	1	1 *	1 *
Flex Credit	-	-		-	-	2 **
Foreign Language	-	1	-	-	-	-
Electives	6	2	6	6	7.5	6
<b>Total</b>	<b>24</b>	<b>12</b>	<b>24</b>	<b>24</b>	<b>22.5</b>	<b>23</b>
<b>GPA</b>	<b>3.25 unweighted</b>	<b>3.25 unweighted</b>		<b>3.25 weighted</b>	-	-

\* To satisfy either the Arts/Humanities/CTE state requirement for the standard diploma or the additional social studies requirement for the other diplomas, CCSD students must:

- Pass semesters 1 and 2 of World History, *or*
- Pass semesters 1 and 2 of Geography, *or*
- Pass semester 1 of World History and semester 2 of Geography, *or*
- Pass semester 1 of Geography and semester 2 of World History.

\*\* Flex credits can be: a 2nd *or* 3rd year CTE concentrator course *in one program* of study, *or* a 4th year of math (*including Algebra II or higher*), *or* a 3rd year of science, *or* a 3rd year of social studies.

\*\*\* For the College and Career Ready Diploma, students must:

1. Complete requirements in the table above, *including Algebra II or higher*, with a 3.25 weighted GPA, *and*
2. Demonstrate proficiency in two languages, *or* two (2) units in AP courses, IB courses, Dual Credit courses, CTE courses, Work Based Learning courses, *or* a world language course, *and*
3. Earn *at least one* of the following endorsements:  
**College-Ready endorsement** for students who successfully complete a college readiness assessment, and receive not less than remedial scores for initial (non-remedial) placement into college-level English and mathematics courses (use the Infinite Campus Student/Parent to view the Academic Plan Progress Report), *or*  
**Career-Ready endorsement** for students who successfully complete the ACT National Career Readiness Certificate (NCRC) –level Silver or above, *or* successfully complete the Armed Services Vocational Aptitude Battery (ASVAB) – score 50 *or* above, *or* obtain a Career and Technical Education Skills Attainment Certificate, *or*  
 obtain a credential on Nevada’s Industry-Recognized Credentials List (OWINN).

- SOURCES: NAC 390, CCSD Regulation 5127, Nevada Board of Regents

# MIDDLE SCHOOL EXPECTATIONS

## **SCHEDULE CHANGES**

To ensure students receive enough instruction to earn a credit, schedule changes are not permitted after the first 18 school days of each semester for face-to-face courses. After the first 18 school days, schedules may only be changed with administrative approval. Exceptions to the above may only be made through administrative channels for unique and unusual circumstances. Distance learning or online coursework (e.g. Apex, Edgenuity) allows students to earn credit through digital instruction and is excluded from these schedule change guidelines.

### **Last Day for Credit in Face-to-Face Instruction for 20-21 School Year**

Semester 1: September 1, 2021

Semester 2: January 31, 2022

## **GRADE POINT AVERAGE (GPA)**

The student's Unweighted GPA is calculated on a traditional 4-point scale (A=4, B=3, C=2, D=1, F=0). Bonus points are given to students who take and pass honors, AP, and IB classes. No bonus points are given for accelerated coursework taken in middle school. There was a GPA cap of 4.8 that was removed beginning with the Class of 2021. Students can now continue to earn additional bonus points beyond the 4.8.

## **PROMOTION/RETENTION**

Throughout middle school, a well-balanced educational program including mathematics, English, reading, science, social studies, career and technical education, fine arts or exploratory classes, health, and physical education is emphasized. Students who successfully complete all middle school coursework are prepared for the rigors of high school and the End-of-Course Exams. The Nevada State Board of Education and the Clark County School District have adopted promotion standards and regulations to ensure students are academically prepared.

### STATE OF NEVADA REGULATION FOR PROMOTION TO HIGH SCHOOL

#### **Students enrolled in the 8th grade:**

Students must complete 1½ (one and one-half) credits in mathematics, 1½ (one and one-half) credits in English or reading, 1 (one) credit in science, and 1 (one) credit in social studies with a passing grade during seventh and eighth grade for promotion to high school. One-half (½) credit is the equivalent of one semester.

### CLARK COUNTY SCHOOL DISTRICT POLICY AND REGULATION 5123

**Clark County School District Policy and Regulation 5123 – Promotion, Retention, and Demotion of Students – sets the standard for promotion from sixth to seventh grade, from seventh to eighth grade, and from eighth grade to ninth grade.**

- Pupils enrolled in grade 6 must complete ½ (one-half) credit with a passing grade in mathematics, ½ (one-half) credit with a passing grade in English or reading, and ½ (one-half) credit with a passing grade in science for promotion to grade 7.
- Pupils enrolled in grade 7 must complete ½ (one-half) credit with a passing grade in mathematics, ½ (one-half) credit with a passing grade in English or reading, ½ (one-half) credit with a passing grade in science, and ½ (one-half) credit with a passing grade in social studies for promotion to grade 8.
- Pupils enrolled in grade 8 must complete 1½ (one and one-half) credits with a passing grade in mathematics, 1½ (one and one-half) credits with a passing grade in English or reading, 1 (one) credit with a passing grade in science, and 1 (one) credit with a passing grade in social studies during their seventh and eighth grade years for promotion to high school. An eighth grade student who does not meet promotion requirements may be promoted to high school on academic probation provided the student meets the criteria below. A parent or guardian may elect not to place his/her child on academic probation but to remain in grade 8.

## High School Academic Probation

Although a student may be promoted to high school on academic probation, summer school credit retrieval is recommended to improve academic skills and to prepare for success in high school. Successful completion of required summer school courses may remove a student from academic probation.

An eighth grade student who has not met the promotion requirements may be promoted to the ninth grade on academic probation provided at least one of the following criteria has been met:

1. Student has earned Smarter Balanced Assessment Consortium (SBAC) scores or Criterion Referenced Test (CRT) scores that meet or exceed standards in ALL of the area(s) of credit deficiency; **OR**
2. Credits have been earned in ALL of the core area(s): English or reading, mathematics, science, and social studies; however, the student is deficient ONLY ½ (one-half) credit of the five total credits required for promotion; **OR**
3. A student reaches the age of 16 (sixteen) on or before the final school day of the year in which the student would otherwise be retained.

High School Academic Probation will consist of the appropriate remediation in the subject area(s) in which the student failed to pass in middle school. Remediation may include, but is not limited to a minimum of one semester of remedial instruction in the deficient subject area(s) during the ninth grade year. The student must earn a passing grade in the remediation course(s) in order to be removed from academic probation. A student may be placed on academic probation for more than one semester.

**An eighth grade student not meeting criteria for promotion to 9th grade and not meeting the criteria for academic probation may be retained in the eighth grade for the following school year without limitation. A retained eighth grade student may not be promoted mid-year.**

SOURCE: Nevada Administrative Code (NAC) 389.445, CCSD Regulation 5123

# ACADEMIC PLANNING

## **THREE-YEAR COURSE PLANS**

Each sixth grade student must have an approved three-year academic plan. The academic plan must set forth the specific education goals the student intends to achieve before promotion to high school.

The sixth-grade student and his/her parent or legal guardian are required to work in consultation with a school counselor to develop and academic plan. In addition, students in seventh and eighth grade are required to review the academic plan at least once each school year in consultation with a school counselor and revise the plan, if necessary.

SOURCES: CCSD Regulation 5123

## **EARNING CREDIT**

Nevada law states that students may earn a unit of credit for successful completion of a course containing at least 120 hours of instruction or the equivalent. This means that a student must complete 60 hours of instruction, or the equivalent, to earn 0.5 credit at the end of each semester. The Clark County School District (CCSD) has a variety of ways for students to earn credit. Internal credits are taken at a CCSD school, and external credits are taken outside of the school district. External credits are limited to 6.0 total credits for high school course work, and must be pre-approved by the school of full-time enrollment.

SOURCE: NAC 389.040

## **Accelerated, Honors, Advanced Placement (AP), and International Baccalaureate (IB)**

In middle school, accelerated course work is available to students who demonstrate above average proficiency in core course work. Each middle school may offer a different set of accelerated courses to benefit their students.

The CCSD Honors, AP, and IB course offerings are designed to challenge students to enroll in more demanding and rigorous coursework and to improve advanced academic achievement of students demonstrating accelerated educational potential.

Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the AP or IB examinations for each course.

Parents or guardians may waive the testing requirement related to AP and IB by informing the school administration in writing.

## High School Credit Taken in Middle School

Certain coursework taken in middle school (grades 6-8) may be counted as credit required to graduate from high school. Common courses include, but are not limited to:

- Computer Science and Applications
- Algebra I, Geometry Honors
- Foreign Language

## Concurrent Credit

Concurrent credits are credits a student earns from another CCSD school while still attending the school of full-time enrollment. A student may not be enrolled in two or more instances of the same course concurrently. All concurrent course enrollments require prior approval from the student's school counselor. There is no limit on earning concurrent credits. See a school counselor for more information on the following concurrent programs:

### Nevada Learning Academy

For specific information, including fees, call (702) 855-8435 or visit <http://nvlearningacademy.net/>

### Summer School

Middle school students may earn credit during the summer as remediation for failed course work. Only students who have finished their 8th grade year and are being promoted to high school may begin to take summer school coursework to accelerate their learning. Registration information is available in the counseling office in the spring. Additional information is available at <http://ccsd.net/schools/summer-school/>.

## Duplicate Coursework – Repeating Courses

A student may repeat a course but shall not receive additional credit for the repeated course. For high school course work, the higher grade shall be recorded on the permanent record and the lower grade replaced with a repeated course (RP) notation.

A student may repeat a high school failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of an "F" will only be removed once. If applicable, all other "F's" will remain on a transcript.

# POSTSECONDARY OPTIONS

## NEVADA UNIVERSITY ADMISSIONS

The Nevada Board of Regents set the requirements for admission to Nevada System of Higher Education (NSHE) institutions.

- 3.0 GPA (weighted or unweighted) in 13 High School Courses:
  - 4 credits in English
  - 3 credits in math
  - 3 credits in social studies
  - 3 credits in natural science
- SAT or ACT Test Scores:
  - The new SAT Critical Reading and Math combined score of 1120
  - The ACT Composite score of 22
- Nevada Advanced Diploma

## FOUR-YEAR COLLEGE OR UNIVERSITY

- A public or private educational institution where you can earn a bachelor's degree
- Schools vary in size, admissions criteria, academic standards, course offerings, student population, location, and cost
- In most colleges or university programs, you are expected to sample a variety of courses during the first two years and then focus on your major in the last two years
- Requirements for graduation differ, although most colleges require a certain number of credits in English and foreign languages

## ***PUBLIC COMMUNITY COLLEGE***

- Ability to live at home while adjusting to college classes
- Simpler admissions requirements (High School Diploma or GED, Registration, Placement Test)
- Opportunity to sample college classes
- A chance to build a better academic record
- Lower tuition and other costs than at a typical four-year college

## ***PRIVATE JUNIOR COLLEGE***

- An opportunity to live away from home in a supportive environment
- Small classes with opportunities to improve academic skills
- Easier entrance requirements than a typical four-year college or university

## ***CONTINUING EDUCATION CLASSES***

- Provides a way to explore subject areas
- Opportunity to build academic study skills without worrying about grades
- Allows students to experience and explore college as an option

## ***LIFE SKILLS TRAINING PROGRAMS***

- Learn necessary daily living skills
- Practice independent living
- Be part of a college or university

## ***APPRENTICESHIPS***

- Begin working immediately
- Receive training on the job and take classes
- Earn money and benefits when you work
- Learn skills that will make you employable anywhere

## ***CAREER, VOCATIONAL, OR TECHNICAL EDUCATION***

- Minimal admissions requirement (high school graduation may or may not be required)
- All classes relate to skills needed for jobs in a particular occupational area
- Learn marketable skills

## ***JOB CORPS***

- Vocational, academic and social skills training
- Room, board, and stipend
- Job/college support after leaving Job Corps

## ***CITY YEAR AND AMERICORPS***

- Monthly stipend
- Educational Award for a complete year of service
- Opportunity to gain job skills and work experience
- <http://www.cityyear.org/>
- <http://www.americorps.gov/>

## ***MILITARY***

- Learn valuable job skills
- Earn money for future education
- Army: <http://www.goarmy.com>,
- Navy: <http://www.navy.com>,
- Air Force: <http://www.airforce.com>,
- Coast Guard: <http://www.gocoastguard.com>,
- Marines: <http://www.marines.com/>,
- National Guard: <http://www.nationalguard.com/>

SOURCE: <https://www.heath.gwu.edu/awareness-postsecondary-options>

# NEVADA SCHOLARSHIPS

## **MILLENNIUM SCHOLARSHIP**

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or [http://www.nevadatreasurer.gov/GGMS/GGMS\\_Home/](http://www.nevadatreasurer.gov/GGMS/GGMS_Home/). Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

## NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize, and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing, or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.



# NON-DISCRIMINATION AND ACCESSIBILITY NOTICE

CCSD does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age, in admission or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boy Scouts of America Equal Access Act.

## Grade 6 Curriculum

### English Language Arts Block

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build knowledge and critical-thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

### ACC English Language Art Block

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course is designed to build knowledge and critical-thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills the sixth-grade English requirement and the sixth-grade reading requirement for promotion.

### Math

**The Mathematics 6** one-year course is designed to focus on four critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; and 4) developing understanding of statistical thinking. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course.

### ACC Math

**The Mathematics 6 Accelerated** one-year course is designed to prepare students for the increased rigor of the Nevada Academic Content Standards (NVACS) Algebra I in middle school. This compacted course includes the grade six curriculum, focusing on the four critical areas mentioned above, as well as a portion of the currently adopted NVACS grade seven curriculum. Recommendation from 5th grade teacher is considered for placement in these classes, CCSD assessment scores, and pretests. These courses fulfill the mathematics requirement for sixth-grade students.

### Double ACC Math

This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Geometry H in middle school. This compacted course includes grade six and seven curriculum as well as a portion of the currently adopted CCSS grade eight curriculum. This course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) developing understanding of and applying proportional relationships; 3) extending the properties of operations and the relationships between addition and subtraction, and multiplication and division to the system of rational numbers, which

includes negative numbers; 4) understanding and analyzing expressions and linear equations; 5) working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 6) developing understanding of statistical thinking. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for sixth-grade students. Approved April 2020

## **Science**

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 6 include Energy; Structure and Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth-grade science requirement.

## **ACC Science**

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 6 Accelerated include Energy; Structure and Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth-grade science requirement.

## **Computer Science & Applications**

This one-semester course provides students with skills in computer education and technology. Areas of emphasis include computer science, computational thinking, productivity applications, and digital citizenship. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course is appropriate for grades six through eight. This course fulfills the one-half computer credit required for high school graduation. Approved November 2018.

## **Physical Education**

PE is a one-semester course that focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the physical education requirement for sixth-grade students.

## **Grade 7 Curriculum**

### **English Language Arts Block**

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

### **ACC English Language Art Block**

This one-year, two-period course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills the seventh-grade English requirement and the seventh-grade reading requirement for promotion.

## **Math**

This one-year course is designed to focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

## **ACC Math**

This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes grade seven curriculum as well as a portion of the currently adopted CCSS grade eight curriculum. This course focuses on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) drawing inferences about populations based on samples; 5) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; and 6) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students

## **Science**

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 7 include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement.

## **ACC Science**

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 7 Accelerated include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement.

## **History & Geography**

This one-year course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Students explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course is distinguished as accelerated by instructional pacing and delivery of advanced content. Recommendation from 6th grade teacher is considered for placement in these classes, CCSD assessment scores, and pretests. This is a required course for all seventh grade students.

## **ACC History & Geography**

This one-year course examines the development of the Western Hemisphere with an emphasis on the Americas. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course fulfills the seventh-grade social studies requirement. Approved November 2018.

## Grade 8 Curriculum

### English

This one-year course emphasizes the development of critical reading and writing skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, careful writing, class discussions, and presentations, students deepen their ability to independently write, analyze, evaluate, and critique text. Students demonstrate increasing sophistication in all aspects of language use. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use.

### English ACC

**English 8 Accelerated** is designed for the student who plans to take honors English classes in high school. The course will address the skills necessary in writing and critical thinking. Literature will be discussed and used as a basis for writing assignments. This course moves at a fast pace, and is suitable for the highly motivated student. Recommendation from 7th grade ELA teacher is considered for placement in these classes, CCSD assessment scores, and pretests. This course fulfills the eighth-grade English requirement.

### Pre-Algebra

**Pre-Algebra 8** is designed to focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to our society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for eighth-grade student.

### Algebra

**Algebra I** is designed for the highly-qualified, motivated student who is committed to a challenging course of study during each year of high school. This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. Current Math 7 teacher recommendation is considered for placement in these classes, CCSD assessment scores, and pretests. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

### Geometry I Honors

This one-year course is a logical development of the inductive and deductive systems of reasoning. Emphasis is on developing visualization abilities, analytical skills, and logical reasoning. Continual development and review of algebraic skills are an integral part of this course. Various instructional techniques are utilized through activity-based methods. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

## Science

This year-long course for eighth-grade students provides the physical science explanations that extend understandings developed in previous science courses. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Critical thinking, collaboration, accuracy, and communication skills will be emphasized as students refine their scientific literacy. This course is required for eighth-grade students.

## Science ACC

This year-long course for eighth-grade students provides the physical science explanations that extend understandings developed in previous science courses. Students use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Critical thinking, collaboration, accuracy, and communication skills are emphasized as students refine their scientific literacy. This course is distinguished from Science 8 by the instructional pacing and the addition of enrichment activities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the science requirement for eighth-grade students.

## History & Geography

This one-year course examines the development of the Eastern Hemisphere with an emphasis on global studies. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course fulfills the eighth-grade social studies requirement. Approved November 2018.

## History & Geography ACC

This one-year course examines the development of the Eastern Hemisphere with an emphasis on global studies. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course fulfills the eight-grade social studies requirement. Approved November 2018.

## Health

This **one-semester** course provides students an introduction to the mental, physical, social, emotional, and environmental aspects of human wellness. Goal setting and decision making processes are the foundation of this course. Topics include wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the health requirement for eighth-grade students. **Fee: \$15 (CPR certification)**

## Physical Education

**Physical Education** is taken for three quarters and focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. **A non-refundable \$5 lock fee and \$20 uniform fee is required.**

## Electives

**(All elective offerings are subject to change based on staffing allocations and class sizes.)**

### Art

**Fee:** Every art course collects a fee of **\$30** to assist in covering the cost of consumable art supplies.

**Beginning Art** is a one-year course that develops basic knowledge and skills in visual art techniques through the introduction of a variety of media and subject matter. Various styles and artists are considered within their historical context. Problem solving, creativity, and originality are developed through planning, art making, and reflection. Students learn principles and practices of aesthetics and critique. Through discussion and production, connections are made between visual art and disciplines outside of the arts. Instructional practices incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for six through eight.

**Intermediate Art** is a one-year course that is for students who have successfully completed beginning art, and will expand skills in visual art techniques through a variety of media and subject matter. Various styles, artists and historical periods will be investigated and demonstrated. Students will continue to develop problem solving skills, creativity and originality through art making and discussion. Students will apply knowledge of principles and practices of aesthetics and critique. Through collaboration and production, connections will be made between visual art and disciplines outside of the arts. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one elective credit. Current art teacher recommendation is required for Intermediate Art.

**Advanced Art** is a one-year course that is for students who have successfully completed beginning and intermediate art and will apply advanced skills in visual art techniques through an expanded variety of media and subject matter. Diverse styles, artists and historical periods will be analyzed and incorporated into production. Students will implement creativity, originality and innovation through problem solving and art making. Students will demonstrate an extended knowledge of aesthetics and will effectively critique their own work and the artwork of others. Through collaboration and production, connections will be made between visual art and disciplines outside of the arts. Instructional practices will incorporate integration of diversity awareness including appreciation for all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one elective credit. Current art teacher recommendation is required for Advanced Art.

### Band

Fee:

**Beginning Band** is a one-year course that is designed for students with no previous band experience. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated.



**Intermediate Band** is a one-year course that is designed for students who have successfully completed the skills required in beginning band. Areas of emphasis include intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. Current band teacher recommendation is required for Intermediate Band.

**Advanced Band** is a one-year course that is designed for students who have successfully mastered intermediate band skills. Areas of emphasis include fundamentals of music reading, specific performance techniques of the instrument being studied, and advanced concepts of tone production and intonation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. Current band teacher recommendation is required.

**Jazz Band** is a one-year course is designed to introduce the instrumental music student to historical and contemporary jazz band literature and techniques. Students receive instruction in solving interpretation problems and are given an opportunity to experiment in the area of improvisation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. Current band teacher recommendation is required.

## Choir

**Fee:** Every choir course collects a fee of **\$40** to assist in covering the cost of music, uniforms, etc. Please note that additional charges may be incurred for those students who choose to attend out-of-state events or for cleaning, maintenance, and repair of school uniforms and equipment used by an individual student.

### **Beginning Choir**

This year-long course is designed as a study in vocal production of music fundamentals with opportunities to sing for personal enjoyment and perform a variety of choral literature and is limited to male students only. Emphasis will be placed on providing each student with a variety of performing experiences. Career possibilities will also be explored. This is an elective course for sixth, seventh and eighth grade students.

### **Intermediate Choir**

This year-long course is designed as a study in vocal production of music fundamentals with opportunities to sing for personal enjoyment and perform a variety of choral literature. Emphasis will be placed on providing each student with a variety of performing experiences. Career possibilities will also be explored. This is an elective course for sixth, seventh and eighth grade students. Current choir teacher recommendation for Intermediate Choir is required.

### **Advanced Choir**

This year-long course is designed as a study in vocal production of music fundamentals with opportunities to sing for personal enjoyment and perform a variety of choral literature. Emphasis will be placed on providing each student with a variety of performing experiences. Career possibilities will also be explored. This is an elective course for seventh and eighth grade students. Current choir teacher recommendation for Advanced Choir is required.

### **Chamber Choir**

This year-long course is designed as a study in vocal production of music fundamentals with opportunities to sing for personal enjoyment and perform a variety of choral literature. Emphasis will be placed on providing each student with a variety of performing experiences. Career possibilities will also be explored. This is an elective course for seventh and eighth grade students. Current choir teacher recommendation for Chamber Choir is required.

## **Orchestra**

**Fee:** Every orchestra course collects a fee of **\$40** to assist in covering the cost of music, uniforms, etc. Please note that additional charges may be incurred for those students who choose to attend out-of-state events or for cleaning, maintenance, and repair of school instruments or equipment used by an individual student.

### **Beginning Orchestra**

This year-long course is for any student who would like to learn to play violin, viola, cello, or string bass. Students will learn the beginning technical and musical skills needed to play their instrument both independently and as a member of a string orchestra. This is an elective class for sixth, seventh and eighth grade students.

### **Intermediate Orchestra**

This year-long course is a continuation of the beginning orchestra class. Students will expand upon their technical and musical skills as the difficulty level increases. Students will perform a variety of musical literature and continue to develop independence as a musician, as well as gaining experience as a member of the orchestra. Students will learn about the experiences of feeling contained in the expressive qualities of music. This is an elective class for seventh and eighth grade students. Current Orchestra teacher recommendation is required.

### **Advanced Orchestra**

This year-long course is designed for students who have developed skills beyond those outlined in intermediate orchestra. It includes further development of those skills necessary to become independent as a musician. The course emphasizes the place of string music in the Western musical heritage. It concentrates on the development of style, articulation, dynamics, rhythmic patterns, and tone inherent to effort. A progression of technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. This is an elective class for seventh and eighth grade students. Current Orchestra teacher recommendation is required.

## **Publications (Yearbook)**

This year-long course is designed as an introduction to journalism and layout design. Concepts of journalism will be applied through publication of the school yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This is an elective course for seventh and eighth grade students. Students may receive an application for this course from the counseling office, and must have the current Yearbook teacher's approval before the course will be scheduled for any student. This course may be repeated. *Due to the nature of this course occasional before/after school and/or Saturdays may be required to meet deadlines.*

## **Student Aide**

This year-long elective course is designed to allow students to assist teachers, office personnel, maintenance, and/or the librarian. Student aides may be assigned to one of these areas. Students need a 3.5 G.P.A., excellent attendance, must not have been suspended, and must see their counselor for an application.

## **Cafeteria Aide**

This year-long elective course is designed to allow students to work in the school cafeteria. Students will gain experience with food service handling, money handling, and customer service. Specific cafeteria assignments will rotate throughout the year. This is an elective course for seventh and eighth grade students. Students need a minimum 2.5 G.P.A., teacher/counselor recommendation required.

## **STEM**

### **Beginning STEM**

This one-year course is designed to integrate Science, Technology, Engineering and Math (STEM). Areas of emphasis include robotics, coding, cybersecurity and AutoCad. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight. Approved May 2018.

### **Intermediate STEM**

This one-year course is designed for those students who have successfully completed STEM Beginning and are interested in continuing to integrate Science, Technology, Engineering and Math (STEM). Areas of emphasis include robotics, coding, cybersecurity and AutoCad. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight. Approved May 2018.

### **Advanced STEM**

This one-year course is designed for those students who have successfully completed STEM Intermediate and are interested in continuing to integrate Science, Technology, Engineering and Math (STEM). Areas of emphasis include robotics, coding, cybersecurity and AutoCad. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight. Approved May 2018.

## **Dance**

### **Dance MS Introduction**

This one-year introductory course is designed for middle school students as an experiential class for first year dance. The student will examine the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. Revised May 2019.

### **Dance MS Intermediate**

This one-year course provides an intermediate focus for second year dance students. This course is designed for students who have had experiences performing before audiences in an introductory dance class. Student's knowledge of the fundamentals of dance will be enhanced with an introduction to composition, choreography, and improvisation experiences. The student will examine the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Students' knowledge of the fundamentals of dance will be enhanced through artistic, affective, cognitive, and psychomotor activities. The prerequisite for this course is Introduction to Dance. Proper dance attire is required. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. Revised May 2019.

## **Dance MS Performance**

This one-year middle school course provides an advanced focus for students with extensive study and performing experience. The student will examine the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Students will enhance their understanding and creative abilities of dance composition through improvisation, choreography, and expanded performance opportunities. Students will continue to increase the artistic, affective, cognitive, and psychomotor potentials of the advanced student. Proper attire, prior dance training, and teacher audition is required for placement. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades seven and eight and may be repeated. Revised May 2019.

## **Explorations**

In this one year course students will become students of India: a country very different and yet, a country also very similar to ours. Physical geography, ancient historical achievements, British rule, and India's modern enriched culture and India's up-to-date status as an important country for outsourcing and as the world's largest democracy and fast-developing regional powerhouse will be addressed. Further, personal empowerment lessons will be sprinkled in as the venue of Exploring Worlds Away: Colorful India, students will become students of India: a country very different and yet, a country also very similar to ours. Physical geography, ancient historical achievements, British rule, and India's modern enriched culture and India's up-to-date status as an important country for outsourcing and as the world's largest democracy and fast-developing regional powerhouse will be addressed. Further, personal empowerment lessons will be sprinkled in as the venue of Explorations

## **Computer Science Discoveries**

**CS Explorations 1** is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun. In this introductory course, students will learn the foundational concepts and skills of computer science (CS). They will explore these concepts using computers both to solve problems and to express themselves. The course is designed to be engaging and relevant to student life. Students build, remix, and share their animations, games, stories, music, and art in an engaging and collaborative environment.

## **Civics**

Interested in becoming a lawyer, journalist, politician, or in law enforcement? Do you want to know more about your rights and government? Do you love to debate about the issues? Want to make a difference in your community? This is the class for you. Learn about your rights as a juvenile and how the court system works. Find your voice with the "We the People" program, where you will learn how our government works. Make a difference in people's lives by choosing an issue, finding a solution, and bringing it to the lawmakers.

## **Business Innovators/Ag Ventures**

These one-semester courses are designed to introduce middle school students to a business foundation which will include exploration of business terms, marketing concepts, entrepreneurship and leadership development. Career exploration and an introduction to career and technical education programs of study are integral to these courses. In addition, the Financial Literacy Course will give the students the ability to understand and effectively use various financial skills, including personal management, budgeting and investing.

## **Introduction to Theater**

This one-year course is designed to provide an introduction to oral and dramatic communication. Instruction will focus primarily on evaluation and appreciation of theatrical performance appreciation. Emphasis will be made to develop the vocal, physical, and emotional aspects and skills of acting. This course will introduce pantomime, improvisation, play writing, and technical theatre. Instructional practices incorporate integration of diversity awareness including appreciation

of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. Revised May 2019.

### **Intermediate Acting**

This one-year course is designed to provide a basis for theatre performance. Instruction focuses primarily on the students' development of performance skills demonstrated through various acting opportunities. An emphasis will be made to develop awareness and self-expression and to increase general knowledge of theatre as an art form. Students make use of opportunities to understand theatre's intent, structure, effectiveness and value to society and the individual. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades seven and eight and may be repeated. Revised May 2019.

### **Advanced Drama**

This one-year course is designed to provide an introduction to oral and dramatic communication. Instruction will focus primarily on evaluation and appreciation of theatrical performance appreciation. Emphasis will be made to develop the vocal, physical, and emotional aspects and skills of acting. This course will introduce pantomime, improvisation, play writing, and technical theatre. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. *Due to the nature of this course occasional before/after school and/or Saturdays may be required for performances.*

### **Leadership**

The one-year course will provide middle school students with the opportunity to develop leadership skills. Time will be used in and out of class for students to implement projects associated with their responsibilities. Students may receive an **application** for this course from the counseling office or the current Leadership teacher, and must have the current Leadership teacher's approval before the course will be scheduled for any student. This course may be repeated. *Due to the nature of this course, occasional before/after school and/or Saturdays may be required to meet obligations.*

### **English Language Learners**

This one-year course provides students with no English proficiency the opportunity to develop listening, speaking, reading, and writing skills in English. This course provides practice in correct usage of basic language structures both written and spoken. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills the requirement for one middle school elective.

### **Technology Projects w/ Teachers**

This one-year course provides students with opportunities to assist teachers in the use of technologies to enhance classroom instruction. Students utilize skills related to the management of hardware and software in preparing multimedia presentations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight.