



Jerome D. Mack Middle School 2017-2018 Course Catalog

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Principal's Message

Welcome Mack Families!

Mack Middle School continues to have amazing and wonderful happenings all for the benefit of your students. We know you have some questions about what's going on this year on campus. Here are some quick answers:

YES, we still have standard student attire (**SSA**)! Students are to wear solid colors of white, khaki, navy blue and black was added this year. Sweatshirts and hoodies must also be one of these four colors. If you want your child to be able to wear a coat all day long, it, too, must be one of the four colors. Jeans and sweat pants are not permitted.

Mack uses programs on the computer rather than books for the work the student does. Most all of your child's curriculum will be on the computer. Each student will be given a computer to use for the entire year, once the parent has signed the agreement policy. All of the teachers will have students complete the majority of their work online through Google Classroom, so it is imperative that students have 24-hour access to a computer. Students will be required to bring the netbook daily. Your student will receive the computer in the first two weeks of school.

We found that since students have very light book bags with only their computers and notebooks, lockers are not necessary. Lockers will only be issued for extreme cases. If you believe your child must have a locker, please go to the Deans' office to apply to receive one.

Students in the 7th grade may not attend school until the school has received a record of your having received a TDAP and MCV4 shot. If you need to know where this can take place, please contact the school and we will be happy to direct you to the resources.

The building opens every school day at 7:30. Students need to be in the building by **7:45 a.m.** The school day ends at 2:11. Office hours are 7:00 am – 3:30 pm. *All students receive free breakfast and lunch everyday.*

Please visit our website at www.mackmiddleschool.com in order to get the most up-to-date information concerning the activities happening on and around campus.

Our job is to encourage, help and offer as much assistance as possible. If you have any concerns about anything on this campus, please let us know. We want you to be happy with your experience at Mack Middle School. Please let us know how we can make that happen!

Roxanne James
Principal

Jerome D. Mack Middle School Motto

We Build Humans Everyday

**Mavericks
Acquiring
College
Knowledge**



Course Offerings

2017-2018 School Year

The course offerings are different for each grade level. Accelerated Courses are offered in most core areas (English, math, science, social studies) and students are encouraged to take the most rigorous courses available to them. Courses are also offered to assist students in basic concepts of reading, English, writing and math. Formative assessments and teacher recommendations will be used in determining placement in both accelerated courses and the fundamentals courses.

Sixth Grade

Reading
English
Math
Science
PE/Comp Sci. Discoveries (HS credit)
Fund. of Math
Elective
Elective

Seventh Grade

Reading
English
Math
Science
U.S./Nevada History
Fund. of Math
Elective
Elective

Eighth Grade

English
Math
Science
World Geography
PE/Health
Fund. of Math
Elective
Elective

Electives

Art (Beginning, Intermediate, Advanced)
AVID (application required) 6th, 7th, 8th Grades
Band (Beginning, Intermediate, Advanced)
Cafeteria Worker (7th & 8th Grades only)
Chorus (Beginning, Intermediate, Advanced)
Guitar (Beginning, Intermediate, Advanced)
Student Aide (7th and 8th Grade only)
Spanish Literacy (Beginning, Intermediate, Advanced for native Spanish speakers- HS Credit) – 6th – 8th Grades

**Course offerings may change based on student enrollment

You will find the course descriptions for each of these courses at the end of this catalog.

Registration

The registration process determines the courses that will be offered at Jerome D. Mack Middle School during the 2017-2018 school year. The courses students select this spring are the courses they are required to attend during the following school year.

Mack MS counselors will meet with all incoming sixth grade students at their elementary schools visits. They will also meet with seventh and eighth grade students to assist them in the completion of registration process.

2018 Summer School

Session 1: TBD

Session 2: TBD

Cost: \$120.00 per half credit

More information is available on our website @ mackmiddleschool.com or www.ccsd.net



Vaccine Requirements

Please be advised that the Nevada State Health Division has mandated a new vaccine requirement as follows: *For the 2017-2018 school year, students starting 7th Grade must receive an immunization for Meningitis (MCV4). Children entering the 7th grade of both public and private schools must be vaccinated against Bordetella Pertussis (whooping cough). This is a new vaccine called Tdap.* No student may begin 7th grade without this new required shot. Please be sure to have your child immunized by the start of the 2017-2018 school year. Thank you for your cooperation and participation. Please contact the Health Office if you have further questions.



Middle School Promotion

Throughout the middle school years, a foundation is built which prepares a child for future life-long learning experiences in the work force and in society. For this reason, we value and emphasize a well-balanced educational program including mathematics, science, English, reading, social studies, aspects of technology, the arts, exploratory classes, health and physical education.

The importance of all coursework cannot be overestimated. Mathematics, reading and English at the middle level are foundational courses. With a strong level of skill in these disciplines, one is better able to understand and prepare to learn social studies and science concepts.

Equally important are the elective, physical education, and health courses in which middle school students are enrolled. Music, fitness, and computer literacy are just a few examples of courses in the middle school curriculum that contribute to students becoming well-rounded citizens.

The time and effort that one invests in all of middle school courses of study will predict a student's success on the mandatory Nevada End of Course Exams in mathematics and English. Your support and commitment to your child's education and successful completion of the middle school course of study is one of the greatest contributions you can make to your child's future.

Promotion Regulations

STATE OF NEVADA REGULATION FOR PROMOTION TO HIGH SCHOOL

- According to Nevada Administrative Code (NAC) 389.445, students must complete one and one-half units of credit in mathematics, one and one-half units of credit in English or reading, one unit of credit in science, and one unit of credit in social studies with a passing grade during seventh and eighth grade for promotion to high school. One-half unit of credit is the equivalent of one semester.

CLARK COUNTY SCHOOL DISTRICT POLICY AND REGULATION 5123

- Pupils enrolled in Grade 6 must complete one semester with a passing grade in mathematics, one semester with a passing grade in English or reading, and one semester with a passing grade in science for promotion to Grade 7.
- Pupils enrolled in Grade 7 must complete one semester with a passing grade in mathematics, one semester with a passing grade in English or reading, one semester with a passing grade in science, and one semester with a passing grade in social studies for promotion to Grade 8.

Only eighth grade students earning promotion will be invited to attend the promotion and awards ceremony.



21st CENTURY COURSE OF STUDY EXPECTATIONS FOR HIGH SCHOOL

The Clark County School District expects all students to meet the requirements of the 21st Century Course of Study. In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, students will be scheduled into a fourth year of mathematics, which will include Algebra II, and a third year of science, which will include Biology. Although the graduation requirements for a standard diploma will not change, the school district expects its students to be competitive in higher education and the workforce, and to be prepared to take full advantage of what the world has to offer beyond high school.

The Clark County School District believes that all students must be prepared for the following post-secondary opportunities:

- University/Four-Year College
- Community/Two-Year College
- Trade/Technical School
- Workforce

21 ST CENTURY COURSE OF STUDY EXPECTATIONS	
AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (Includes Algebra II)	4
SCIENCE (Includes Biology)	3
WORLD HISTORY or GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH	½
USE OF COMPUTERS	½
ELECTIVES (Includes one Arts/Humanities or Career & Technical Education Course)	5½
TOTAL	22½

The 21st Century Course of Study provides the following for students:

- Opens Doors to Post-Secondary Education and Workforce Opportunities
- Meets Nevada System of Higher Education (NSHE) University Admissions
 - Grade Point Average (GPA) and Core Curriculum Requirements are:
 - 3.00 GPA (weighted or unweighted) **in the core curriculum**
 - Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 13 units)
- Prepares Students for the Governor Guinn Millennium Scholarship
 - GPA and Core Curriculum Requirements are:
 - 3.25 **cumulative** GPA (weighted or unweighted) **and the core curriculum**
 - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)



STANDARD DIPLOMA

The following subjects are needed to meet graduation requirements:

STANDARD DIPLOMA	
REQUIRED/ELECTIVE AREAS OF STUDY	UNITS
ENGLISH	4
*MATHEMATICS	3
SCIENCE	2
WORLD HISTORY or GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
**PHYSICAL EDUCATION	2
HEALTH	½
***USE OF COMPUTERS	½
ELECTIVES	7½
TOTAL	22½

*Mathematics course units must include at least Algebra I or Algebra I H, or Applied Algebra I A and I B, or above.

**A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

***Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

To receive a diploma from a Nevada high school, students must pass the End of Course Exams in addition to meeting course requirements.



ADVANCED DIPLOMA

The following subjects are needed to meet the Advanced Diploma requirements:

ADVANCED DIPLOMA	
REQUIRED/ELECTIVE AREAS OF STUDY	UNITS
ENGLISH	4
*MATHEMATICS	4
SCIENCE	3
WORLD HISTORY or GEOGRAPHY	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
**PHYSICAL EDUCATION	2
HEALTH	½
***USE OF COMPUTERS	½
ARTS / HUMANITIES or CAREER AND TECH ED ELECTIVE	1
ELECTIVES	6
TOTAL (unweighted GPA = 3.25)	24

*Mathematics course units must include at least Algebra I or Algebra I H, or Applied Algebra I A and I B, or above.

** A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

*** Satisfactory completion of a semester computer literacy course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

To receive a diploma from a Nevada high school, students must pass the End of Course Exams in addition to meeting course requirements.



ADVANCED HONORS DIPLOMA

The following subjects are needed to meet the Advanced Honors Diploma requirements:

Students planning to apply to universities with competitive admission requirements may pursue the CCSD Advanced Honors Diploma. The Advanced Honors Diploma requires additional rigorous coursework beyond those required for the Advanced Diploma. Students will be required to fulfill the 24.0 credit Advanced Diploma requirements (including 4-years of mathematics, 3-years of science and an additional Arts/Humanities or Career and Technical Education course) and must complete the Honors, International Baccalaureate (IB), or Advanced Placement (AP) courses required of the Honors Course Program. Students must achieve a minimum of a 3.25 unweighted GPA and 3.85 weighted GPA.

ADVANCED HONORS DIPLOMA		
Required/Elective Areas of Study	Advanced Diploma Units	Honors Course Program Units
ENGLISH	4	3
MATHEMATICS	4	2
SCIENCE	3	2
SOCIAL STUDIES (must earn all 3 credits) World History or Geography U.S. History U.S. Government	3	2
PHYSICAL EDUCATION	2	
HEALTH	½	
USE OF COMPUTERS	½	
ARTS/HUMANITIES or CAREER TECH ED ELECTIVE	1	
ELECTIVES	6	3*
TOTAL (unweighted GPA = 3.25, weighted GPA = 3.85)	24	12
* Must include one Honors Foreign Language Course. First year foreign language classes will not receive Honors credit. Student must achieve a minimum 3.25 unweighted GPA and a minimum 3.85 weighted GPA.		

Weighted Honors Courses

Students will earn a weighted grade point factor for successful completion of Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses will be added as follows:

Honors	.025
Advanced Placement (AP)	.050
International Baccalaureate (IB)	.050

The weighted GPA cap for the Honors Program for students will be added as follows:

- The weighted GPA cap for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP/IB courses. The highest possible GPA under this system is 4.80.
- Students will receive a weighted grade point factor of .050 for four semesters (2 classes) of AP and/or IB courses and will also receive a weighted grade point factor of .025 for twenty-four semesters (12 classes) of Honors courses.
- Students who choose to enroll in only Honors level courses will receive a weighted grade point factor of .025 for twenty-eight semesters (14 classes) of Honors courses.
- To receive a diploma from a Nevada high school, students must pass the End of Course Exams in addition to meeting course requirements.



Advantages of the Honors Course Offerings

- Most competitive colleges and universities consider not only students' grades, but also their academic background evidenced by courses listed on the transcript, letters of recommendation from teachers and counselors, and SAT I or ACT scores.
- Enrollment in the Honors Program will assist students in their preparation for college entrance exams.
- The weighted GPA is used when determining ranking in class.

Students may take Honors courses even if they have not chosen to complete the requirements for the Advanced Honors or Honors Diploma.

Four Year Academic Plan

An online four year Academic Plan will be implemented with all freshmen students and updated each year thereafter. This plan sets forth specific educational goals that students intend to achieve before graduation. Academic plans include the designation of a career pathway, a four year high school course of study, and postsecondary planning. The academic plan will be used as a guide to manage the student's educational development and course selection in alignment with an identified course of study. Revising the Academic Plan throughout high school will assist students in preparation for adulthood in the 21st century.

The plan includes students and parents:

- Working in consultation with a school counselor to develop the academic plan
- Signing the academic plan
- Reviewing the plan yearly and revising when necessary

Non-Discrimination Language

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national or ethnic origin, sex, age, or disability in admission or access to, or treatment or employment in, or participation in its programs and activities and provide equal access to the Boy Scouts of America and other designated youth groups.

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 course work 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.

CLARK COUNTY SCHOOL DISTRICT ATHLETIC ELIGIBILITY

Initial Eligibility – General Requirements:

1. Must be enrolled in grades 9-12.
2. Must reside in the school of enrollment's attendance zone.
3. Must be enrolled in a minimum of two units of credit consisting of at least four classes per semester and regularly attend school.
4. Must have passed a minimum of two units of credit the immediate preceding semester with a minimum grade point average of 2.0. A student may earn a maximum of one unit of external credit (summer school, correspondence, etc.) to improve previous semester deficiency.
5. Transfer students are automatically presumed ineligible. Rebuttal of presumption of ineligibility guidelines are contained in Nevada Interscholastic Activities Association (NIAA) regulations (NAC 386.785 – 386.799).
6. **Secondary Magnet School** students who enroll for less than a three (3) year program or enroll in individual classes are ineligible for athletics at the Magnet School for 180 school days. Students who drop from the Magnet program will become automatically ineligible for athletics at the Magnet School for 180 school days. If a student chooses to return to his/her school of residence, he/she would be ineligible for the remainder of that school year and for 180 school days in any sport in which his/her name appeared on a NIAA roster during his/her attendance at the Magnet School.
7. **Secondary Open Enrollment/Select Minority to Majority** students who are selected to attend this type of school are eligible to participate in athletics. Students who change schools will become automatically ineligible for the remainder of the current school year and for 180 school days in any sport his/her name appeared on an NIAA roster during his/her attendance at the Open Enrollment school.
8. **Career Technical Academy/Charter School/Home-Schooled** students are eligible to participate in athletics in the school that is located in the attendance zone of the residence of the parent or legal guardian.

Maintenance of Eligibility:

1. Must maintain passing grades in all subjects during the current athletic season.
2. Must regularly attend school. Must be in school in order to participate in practice or games on any given day.
3. Must maintain positive citizenship. Students on RPC or suspension are not eligible to participate. Serious and/or chronic behavior infractions may result in suspension of athletic participation for up to one year, at the discretion of the principal. Additional specific eligibility guidelines are contained in Nevada Interscholastic Activities Association (NIAA) regulations (NAC 386.776 – 386.855) and Clark County School District regulation 5135.



GOVERNOR GUINN MILLENNIUM SCHOLARSHIP PROGRAM

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 at www.nevadatreasurer.gov. 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.

CCSD GUIDANCE & COUNSELING WEBSITE

The Guidance and Counseling website, which can be found at <http://ccsd.net/departments/guidance-counseling>, is designed to provide students and parents with information on counseling services provided by the school district. It also serves as a support reference for preparing students for their future educational decisions. Information on diploma requirements, scholarship opportunities and post-secondary opportunities are just a few of examples of information available on the website.



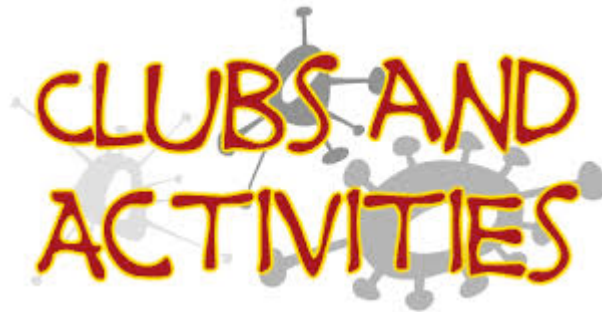
Clubs and Activities

The following middle school activities are available and some may require specific eligibility requirements. Clubs and activities will typically be held after school, from approximately 2:30 – 3:30 p.m. on a weekly or bi-weekly basis. A late bus is available Tuesday – Friday for bus riders. Possible clubs/activities may include:

Archery
Girls' Basketball**
Boys' Basketball**
Basketball Intramurals
Best Buddies
Cheerleading**
Dance Team
FBLA – Future Business Leaders of America
Standards Mastery - Open Tutoring
Krypto Club (math)
Leadership (Student Council)
National Junior Honor Society
Performing Arts: Band, Choir, Guitar, Orchestra
Scholar Athletes Club (SAC)
Boys' Soccer Club**
Girls' Soccer Club**

** Eligibility requirements apply

*See the Website for the complete list of clubs and dates



6th Grade Core Classes

English 6

This one-year 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 is an integral part of this course. This course fulfills the sixth grade English requirement.

English Accelerated 6

This one-year 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 faster 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 is an integral part of this course. This course fulfills the sixth grade English requirement.

Reading 6

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

Reading Accelerated 6

This one-year course emphasizes the development of critical reading skills. This course is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced reading skills. Students enrolled in this accelerated course read, comprehend, and interpret a variety of grade level and above grade level text independently and proficiently. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate their reading, writing, speaking, listening, and language use. This course fulfills the sixth-grade reading requirement.

Mathematics 6

This 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. This course fulfills the mathematics requirement for sixth-grade students.

Mathematics Accelerated 6

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 the grade six curriculum as well as a portion of the currently adopted CCSS grade seven 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) 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;



4) developing understanding of statistical thinking; 5) developing understanding of and applying proportional relationships; and 6) developing understanding of operations with rational numbers and working with expressions and linear equations. 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.

Science 6

This one-year course for sixth-grade students focuses on understanding the living systems on Earth. Students will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Critical thinking, collaboration, accuracy, and communication skills will be used as students develop a foundation for scientific literacy in life, earth, and physical science content. This course is required for sixth-grade students. Technology, history and nature of science and career information will be integral components of this course. 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. This course fulfills the science requirement for sixth-grade students.

Science 6 Accelerated

This one-year course for sixth-grade students focuses on understanding the living systems on Earth. Students use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Critical thinking, collaboration, accuracy, and communication skills are used as students develop a foundation for scientific literacy in life, earth, and physical science content. This course is distinguished from Science 6 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 sixth-grade students.

Physical Education 6

This one-semester physical education course focuses on the physical, mental, social and emotional development of the individual student in cooperative and competitive setting. 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-, seventh-, and eighth-grade students. Students must purchase a PE Uniform.

Fundamentals of Math

This one-year intervention course in mathematics is designed for students who need additional instruction and support to master necessary middle school mathematics concepts. This course provides additional instruction in conjunction with the student's required mathematics course of study in grades 6, 7, and/or 8. 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 is a repeatable elective course and does not fulfill the middle school mathematics requirement for promotion.

Academic Applications 6

The goals of this program at Mack Middle School are consistent with the Reauthorization of the Individuals with Disabilities Education Act (I.D.E.A.). The cooperative consultative teaching model may be used for delivery of special education services to students within the general education setting. The primary goal of the cooperative/consultative teaching model is to maximize the benefits to students who are eligible for special education services and who's IEP includes placement in general education. A special education teacher



provides direct support with instructional techniques and adaptations appropriate for general education classroom. Resource room placement is available for those students who require a setting, which provides strategy development to address specific academic needs while paralleling the general education curriculum.

6th Grade Registration Fees (mandatory)

The following required courses have fees associated with their programs. Further information can be found in your child's registration packet. Fees may be paid after school starts or at mackmiddleschool.com.

- Physical Education Uniform (\$15)
- * Technology Fee (\$20)



7th Grade Core Classes

English 7

This one-year 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 is an integral part of this course. This course fulfills the seventh grade English requirement.

English Accelerated 7*

This one-year 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 faster 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 is an integral part of this course. This course fulfills the seventh grade English requirement.

Reading 7

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



Reading Accelerated 7*

This one-year course emphasizes the development of critical reading skills. This course is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced reading skills. Students enrolled in this accelerated course read, comprehend, and interpret a variety of grade level and above grade level text independently and proficiently. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate their reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade reading requirement.

Mathematics 7

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.

Mathematics Accelerated 7*

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 7

This one-year course for seventh-grade students focuses on understanding Earth and Space science systems. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. Critical thinking, collaboration, accuracy, and communication skills will be practiced as students extend their scientific literacy. This course is required for seventh-grade students. 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. This course fulfills the science requirement for seventh-grade students.

Science 7 Accelerated

This one-year course for seventh-grade students focuses on understanding Earth and Space science systems. Students use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. Critical thinking, collaboration, accuracy, and communication skills are practiced as students extend their scientific literacy. This course is distinguished from Science 7 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 seventh-grade students.



United States/Nevada History 7

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 is a required course for all seventh grade students

United States History/Nevada History 7 Accelerated

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. This course is distinguished from U.S./Nevada History 7 by instructional pacing and delivery of advanced content. 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 is a required course for all seventh grade students.

Fundamentals of Math

This one-year intervention course in mathematics is designed for students who need additional instruction and support to master necessary middle school mathematics concepts. This course provides additional instruction in conjunction with the student's required mathematics course of study in grades 6, 7, and/or 8. 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 is a repeatable elective course and does not fulfill the middle school mathematics requirement for promotion.

Academic Applications 7

The goals of this program at Mack Middle School are consistent with the Reauthorization of the Individuals with Disabilities Education Act (I.D.E.A.). The cooperative consultative teaching model may be used for delivery of special education services to students within the general education setting. The primary goal of the cooperative/consultative teaching model is to maximize the benefits to students who are eligible for special education services and who's IEP includes placement in general education. A special education teacher provides direct support with instructional techniques and adaptations appropriate for general education classroom. Resource room placement is available for those students who require a setting, which provides strategy development to address specific academic needs while paralleling the general education curriculum.

Seventh Grade Fees:

* Technology Fee (\$20)



8th Grade Core Classes

English 8

This one-year 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 is an integral part of this course. This course fulfills the eighth grade English requirement.

English Accelerated 8

This one-year 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 is an integral part of this course. This course fulfills the eighth grade English requirement.

Pre-Algebra 8

This one-year course 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 students.

Algebra I (HS credit)

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. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation. Upon the successful completion of this course, students will participate in the End of Course Exam for high school graduation.

World Geography 8

This one-year course is the study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. 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 a required course for all eighth grade students.

World Geography 8 Accelerated

This one-year course is the study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions.



Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This course is distinguished from World Geography 8 by instructional pacing and delivery of advanced content. 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 a required course for all eighth grade students.

Science 8

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. 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. This course fulfills the science requirement for eighth-grade students.

Science 8 Accelerated

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

Physical Education 8

This one-semester physical education course focuses on the physical, mental, social and emotional development of the individual student in cooperative and competitive setting. 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-, seventh-, and eighth-grade students. Students must purchase a PE Uniform.

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.

Fundamentals of Math

This one-year intervention course in mathematics is designed for students who need additional instruction and support to master necessary middle school mathematics concepts. This course provides additional instruction in conjunction with the student's required mathematics course of study in grades 6, 7, and/or 8. 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 is a repeatable elective course and does not fulfill the middle school mathematics requirement for promotion.



Academic Applications 8

The goals of this program at Mack Middle School are consistent with the Reauthorization of the Individuals with Disabilities Education Act (I.D.E.A.). The cooperative consultative teaching model may be used for delivery of special education services to students within the general education setting. The primary goal of the cooperative/consultative teaching model is to maximize the benefits to students who are eligible for special education services and who's IEP includes placement in general education. A special education teacher provides direct support with instructional techniques and adaptations appropriate for general education classroom. Resource room placement is available for those students who require a setting which provides strategy development to address specific academic needs while paralleling the general education curriculum.

8th Grade Registration Fees (mandatory)

The following required courses have fees associated with their programs. Further information can be found in your child's registration packet. Fees may be paid after school starts.

- Physical Education Uniform (\$15)
- Technology Fee (\$20)

I'm going to high school!

ELECTIVES

Selection of elective courses is an important decision that requires a commitment for the duration of the elective. The administration reserves the right to add or delete elective course offerings due to students' needs, staffing, and/or change in curriculum requirements.

Art

Beginning Art

This year long course provides an opportunity for students to engage in and appreciate a variety of visual arts. The basic for all assignments will be the art elements and principles as they apply to design and composition. This course offers a solid foundation and will help to develop techniques and skills that make creative expression possible. A lab fee is required for this course.

Intermediate Art

This year long course provides an opportunity for students to engage in and appreciate a variety of visual arts. The basic for all assignments will be the art elements and principles as they apply to design and composition. This course offers a solid foundation and will help to develop techniques and skills that make creative expression possible. A lab fee is required for this course.

Advanced Art

This year long course provides an opportunity for students to engage in and appreciate a variety of visual arts. The basic for all assignments will be the art elements and principles as they apply to design and composition. This



course offers a solid foundation and will help to develop techniques and skills that make creative expression possible. A lab fee is required for this course.

Band

Beginning Band

This one year course 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

This one-year course 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. The band will perform in concerts, and school activities. Successful completion of beginning band is a prerequisite for this course.

Advanced Band

This one-year course is designed for students who have successfully completed the skills required in intermediate band. Areas of emphasis include fundamentals of music reading and the 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.

Chorus

Beginning Chorus

This one-year course is designed as an introductory study in basic vocal production and music fundamentals. Major topics include beginning vocal performance skills, live performance opportunities, and the study of basic vocal literature including a range of historical periods and cultures. 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 Chorus

This one-year course is designed for middle school students who have successfully completed a beginning vocal music course, and/or have demonstrated competency by audition. Major topics include intermediate vocal performance skills, live performance opportunities, and the study of basic and advanced vocal literature including a range of historical periods and cultures. 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.

Advanced Chorus

This one-year course is designed for middle school students who have successfully completed an intermediate vocal music course, and/or have demonstrated competency by audition. Major topics include advanced vocal performance skills, live performance opportunities, and the study of advanced vocal literature including a range of historical periods and cultures. 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.

Orchestra

Beginning Orchestra

This year long course is designed to develop the basic skills necessary for independence as a string player. Emphasis is placed on ensemble experience, identification and appropriate response to musical notation, recognition of musical form, listening and discrimination skills, and the development of attitudes consistent with the continuation of orchestra experiences throughout life. The orchestra director will provide concert music.

Intermediate Orchestra

This year long course is designed for students who have achieved technical skills beyond those of Beginning Orchestra. The students will receive advanced instruction on reading music, instrument technique, musical interpretation, and theory. Students must have successfully completed Beginning Orchestra. The director will provide concert music. Students must have the orchestra director's recommendation for enrollment.

Advanced Orchestra

This one-year course is designed for the student who has developed skills beyond those outlined in the Beginning Strings Orchestra Procedural Guide. It includes further development of those skills necessary to become independent as a musician. This course emphasizes the place of string music in the Western musical heritage. It concentrates on the development of style, articulation, dynamics, rhythmic ability, and tone inherent to string music performance. The importance of sustained group and individual effort is stressed. A progression of technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. This course may be repeated. This is an elective course.

Beginning Guitar

This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation, and performing experiences. This course may be repeated.

Intermediate Guitar

This one-year course is designed for students who have successfully completed the skills outlined in the Beginning Guitar Syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation, and performing experiences. A progression of technical proficiency is expected. This course may be repeated.

Advanced Guitar

This one-year course is designed for students who have successfully completed the skills outlined in the Guitar Level II syllabus. This course includes further development of the skills necessary to become independent as a guitarist. This course emphasizes the development of style, articulation, dynamics, rhythmic ability and skills inherent to performance. Students will receive guidance and direction in solving problems related to playing the guitar on an intermediate level and will learn many of the different styles, skills, and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation, and performing experiences. A progression of technical proficiency is expected. This course may be repeated.

Career & Technical Education: Computers

Computer Science Discoveries



This one-year course provides students with introductory skills and knowledge in designing and implementing software. Students explore the use of personas and user stories, wireframes, story boards, and charts. Areas of emphasis include the elements of programming languages, logic, algorithms, abstraction, and the use of resources. 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 one-half computer credit required for high school graduation.

Other Electives

Advancement via Individual Determination (AVID) Preparation

This one-year course, Advancement Via Individual Determination (AVID) Preparation, is a national curriculum preparatory class for middle school students. This class will provide extra support for students to improve study skills, reading, and comprehension in all subject areas. Students will learn strategies in note taking, study skills, test taking, time management, SAT and college entrance/placement exam preparation, effective textbook reading skills, and library research skills. Guest speakers from educational institutions and the business community will be included as an enhancement to the course curriculum. The use of technology is an integral part of this course. This course may be repeated and is an elective course for middle school students.

Cafeteria Worker

This year-long elective course allows students to assist in the kitchen serving and taking orders during school lunch periods. Students are provided lunch each day for their services. Students will be required to complete and submit an application for this course. Criteria involving academic and behavioral performance must be met for continued placement in this elective. This is an elective course for grades seven and eight.

Enrichment Elective

Student Aides

Students are selected to work in various areas of the school to assist school personnel. They are responsible for filing, answering the phones, and running office errands. Passing grades, satisfactory citizenship, and a good attendance record are required for this course. Students will need to complete and submit an application for this course. Criteria involving academic and behavioral performance must be met for continued placement in this elective. This is an elective course for grades seven and eight.

Foreign Language - World Languages

Spanish Literacy – Beginning

This one-year course is designed for students from a Spanish-speaking background to facilitate their acquisition of the target language at the intermediate-low level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Language (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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 one of the elective credits required for high school graduation.

Spanish Literacy Honors - Intermediate



This one-year course is designed for students from a Spanish-speaking background who have successfully complete Spanish for Spanish Speakers I or who demonstrate a proficiency level of intermediate-low as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. 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 one of the elective credits required for high school graduation.

Spanish Literacy Honors – Advanced

Registration Fees

The following elective courses have fees associated with their programs. Further information can be found in your child's registration packet. Fees may be paid after school starts and may be spread out over the term of the class to facilitate payment, if necessary.

- Band (\$35)
- Orchestra (\$35)
- Art (\$30)
- Choir (\$25)
- Guitar (\$30)

Counselor's Information

Schedule change/class changes are made for the following reasons only:

1. Need to balance class size
2. Academic placement with parent conference
3. Incomplete or inaccurate schedules.

If you have any questions regarding your child's academic placement, please contact your child's counselor.

6 th Grade Counselor, Ms. Arzu Lopeman	799-2005 ext.	4303
7 th Grade Counselor, Ms. Jessica Purney	799-2005 ext.	4302
8 th Grade Counselor, Mr. Tony (Saleutogi) Lualemaga	799-2005 ext.	4301



