



# Jerome D. Mack Middle School 2019 - 2020 Course Catalog

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## Table of Contents

Page 2.....Principal’s Message

Page 3.....School District Calendar, Course Offerings and Pre-Registration Information

Page 4.....Summer School, Vaccine Requirements

Page 5.....Promotion Regulation

Page 6.....21<sup>st</sup> Century Course of Study

Page 7.....High School Diploma

Page 8.....High School Diploma

Page 9.....High School Honors Diploma

Page 10.....Four Year Academic Plan, Code of Honor

Page 11.....Millennium Scholarship, Guidance and Counseling Website, Plagiarism

Page 12.....Clubs and Activities

Page 13-15.....6<sup>th</sup> Grade Core Classes and Fees

Page 15-17.....7<sup>th</sup> Grade Core Classes and Fees

Page 18-21.....8<sup>th</sup> Grade Core Classes and Fees

Page 21-25.....Electives and Fees, Counselor’s Information



# Principal's Message

Welcome Mack Families!

I am so proud to be starting my eighth year as the principal here. Also, we have more opportunities for your students, both in elective choices and after school clubs. Know that students should be part of the afterschool program here. Friends, tutoring, safety and snacks: we provide them all. 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. 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 guardian 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 Chromebook 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 Mack Center 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 the TDAP and MCV4 shots. Please do this prior to August 1, 2019. 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. All students receive free breakfast and lunch everyday. We will continue our home visit program this year. We would love to visit you. Also, please visit our website at [www.mackmiddleschool.com](http://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

## *Humans Under Construction*

# School District Calendar

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

## Course Offerings /Enrollment Expectations 2019 -2020 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. Student SBAC test scores will be used to assist in determining placement in both accelerated courses and the fundamentals courses.

<u>Sixth Grade</u>	<u>Seventh Grade</u>	<u>Eighth Grade</u>
Reading	Reading	English
English	English	Math
Math	Math	Science
Science	Science	History & Geography 8, Acc. 8
PE/Computers Science & App.	History & Geography 7, Acc.7	PE/Health
Fund. of Math	Fund. of Math	Fund. of Math
Elective	Elective	Mentorship
Elective	Elective	Elective
Mentorship	Mentorship	Elective

### Electives

Art (Beginning, Intermediate, Advanced)  
AVID (application required) 6, 7, 8 Grades  
Band (Beginning, Intermediate, Advanced)  
Cafeteria Worker (7<sup>th</sup> and 8<sup>th</sup> Grade only)  
Chorus (Beginning, Intermediate, Advanced)  
Drama (Beginning)  
Explorations  
Enrichment Elective  
Guitar (Beginning, Intermediate, Advanced)  
Student Aide (7<sup>th</sup> and 8<sup>th</sup> Grade only)  
Spanish Literacy (Beginning, Intermediate, Advanced - High School Credit) – 6<sup>th</sup> – 8<sup>th</sup> Grades  
Cross Fit (7<sup>th</sup> and 8<sup>th</sup> Grade only)

### 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 & Applications
- Algebra I, Geometry Honors
- Spanish Literacy



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

## 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 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/>

## 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.

## Pre-registration

The pre-registration process determines the courses that will be offered at Jerome D. Mack Middle School during the 2019 -2020- 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 pre-registration process and elective choices. Once electives are selected, the student will remain in that class for the entire year.

## 2020 Summer School

Students may earn credit during the summer. Registration information is available in the counseling office in the spring. Additional information is available at <http://ccsd.net/schools/summer-school/>.

This year CCSD summer school will only be available for 7<sup>th</sup> and 8<sup>th</sup> grade students only. The cost is \$125.00 per session

Session 1:	TBD	7:30 a.m. – 12:15 p.m.
Session 2:	TBD	7:30 a.m. – 12:15 p.m.

More information will be available on our website @ [mackmiddleschool.com](mailto:mackmiddleschool.com) or [www.ccsd.net](http://www.ccsd.net)



## Vaccine Requirements

Please be advised that the Nevada State Health Division has mandated a new vaccine requirement as follows: *Beginning June 30, 2008, children entering the 7<sup>th</sup> 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 7<sup>th</sup> grade without this new required shot. Please be sure to have your child immunized by the start of the 2019-2020 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 college and career ready. 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 electives, physical education, and health courses in which middle school students are enrolled. Music, fitness, and computer science and applications 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/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.



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

### **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. Smarter Balanced Assessment Consortium (SBAC) scores 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

## **21<sup>st</sup> CENTURY COURSE OF STUDY EXPECTATIONS**

The Clark County School District expects all students to meet the requirements of the 21<sup>st</sup> 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.

## **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>



## GRADUATION REQUIREMENTS

1. Complete coursework designed around individual goals and core enrollment expectations
2. Take the ACT with Writing in junior year, at no cost
3. Earn a diploma (see below)

## HIGH SCHOOL DIPLOMAS

Diploma Type	English	Mathematics	Science	Social Studies	PE	Health	Computers	Arts/Hum/CTE	Flex Credit	Foreign Language	Electives	Total	GPA
Advanced	4	4	3	3 *	2	0.5	0.5	1	-	-	6	24	3.25 unweighted
Advanced Honors (Honors Units   Total Units)	3   4	2   4	2   3	2   3	-   2	-   0.5	-   0.5	-   1	-	1   -	2   6	12   24	3.25 unweighted
College and Career Ready ***	4	4	3	3 *	2	0.5	0.5	1	-	-	6	24	3.25 weighted
Standard and Alternative^ (2019-2021)	4	3	2	2	2	0.5	0.5	1 *	-	-	7.5	22.5	-
Standard and Alternative^ (2022 and beyond)	4	3	2	2	2	0.5	0.5	1 *	2 **	-	6	23	-

The current GPA cap is 4.800. There will be no GPA cap beginning with the Cohort of 2021.

^ Students with significant cognitive disabilities are eligible to earn an Alternative Diploma through participation in the Nevada Alternate Assessment (NAA) and successful completion of the course credits required for a standard diploma.

\* CCSD students are required to take semester 1 and 2 of World History or Geography to satisfy either the Arts/Humanities/CTE state requirement for the standard diplomas or the additional social studies requirement for the other diplomas. Students may combine different semesters of World History and Geography to meet this requirement.

\*\* 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.





\*\*\* Students must complete the 24 credits indicated, including Algebra II or higher, and demonstrate the following:

1. Proficiency in two languages (Seal of Biliteracy), or 2 credits in AP, IB, Dual Credit, CTE, Work Based Learning, or world language courses.
2. Earn one or both of the following endorsements:
  - **College Ready:** Students that complete a college readiness assessment and receive scores for placement into non-remedial college-level English and math courses as determined by NSHE Board of Regents. Students need to earn minimum assessment scores for both the College Readiness Language Arts (either a score 18 for the ACT English, 480 for SAT Reading, Level 3 English Smarter Balanced score or a Level 4 PARCC English score) and College Readiness Math areas (either a score of 22 for the ACT, 530 for SAT Math, Level 3 Math Smarter Balanced, or a Level 4 Math PARCC)."
  - **Career Ready:** Students that complete the ACT NCRC - level Silver or above, or ASVAB - score 50 or above, or obtain a CTE Skills Attainment certificate, or obtain a Nevada Industry-Recognized Credential.

## Three-Year Academic Plan

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 guardians 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.

Parents will approve the academic plan during the Online Registration process.

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 credits 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

## 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.

## 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.

# 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.

## **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 what is available on the website.



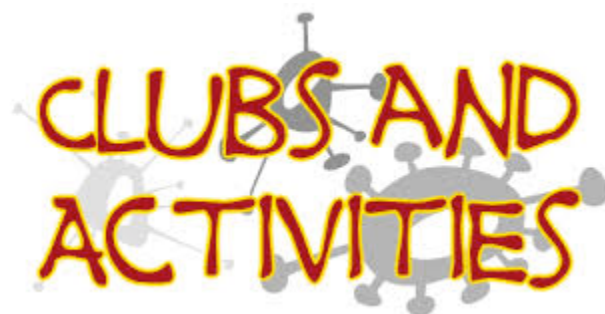


## Clubs and Activities

The 21st Century Community Learning Centers (CCLC) grant was given to Jerome D. Mack Middle School in a 5-year cycle by the Nevada Department of Education (NDOE) for the first time ever during the 2018-2019 school year. We are privileged in having this grant that provides us with the opportunity of a great after school program for our students during the next 4-years after this first school year. Under this grant we are able to fund after school activities including sports, clubs, and academics. We are committed to the students who participate in 21st CCLC activities and above all work towards their academic growth.

Clubs may include: Boys/Girls Basketball, Boys Flag Football, Boys/Girls Soccer, Cheerleading, Boys/Girls Volleyball, Early Bird Tutoring, After School Academic Study Hall, Anime Club, Art Club, Builder Club, Dance Club, Drama Club, Folklorico, Forensics, Harry Potter Club,, Hiking Club/Compass, Noteworthy Orchestra, Robotics, Sewing Club, Yearbook Club and National Junior Honor Society.

Within having this grant we also strive to create partnerships with organizations to help us stay fully functional and sustainable in operations. One of our amazing community partnerships that deserved to be highlighted among all the other great community partnerships that we also have is the relationship that we have created with the Three Square Food Bank. This partnership provides us with meals for our students on each day of programming Tuesday-Friday.



## **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.

SOURCE: CCSD Regulation 5127

## **6<sup>th</sup> 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.

## **Computer Science and Applications 6**

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.

## **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.

## 6<sup>th</sup> 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](http://mackmiddleschool.com).

- Physical Education Uniform (\$15)



## 7<sup>th</sup> 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.

### **History & Geography 7**

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 fulfills the seventh-grade social studies requirement.

### **History & Geography 7 Accelerated**

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.

### **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.



## **8<sup>th</sup> 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**

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.

## **Geometry Honors**

This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

## **History & Geography 8**

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.

## **History & Geography 8 Accelerated**

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.

## 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.



## 8<sup>th</sup> 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)

*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.

### **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.

## **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.

## **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: Broadcast**

### **Broadcast**

This year long course is designed to introduce students to the use of technology as a creative tool. Students will gain a working knowledge of computers, as well as acquire a basic knowledge of creating videos for the purpose of creating the daily announcements. This elective course will not meet the computer competency requirement for high school graduation. This is an elective course for grades seven and eight.

### **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.

#### **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**

### **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**

This one-year course is designed for students from a Spanish-speaking background who demonstrate a proficiency level of intermediate-mid 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-high 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 either one of the elective credits or the Arts/Humanities credit required for high school graduation.

## **Explorations**

**Drama**

**All Stars**

**ELL Newcomers**

**CrossFit**

Course number to allow school sites to augment core curriculum.

## **Registration Fees**

The following elective courses have fees associated with their programs. Some additional fees such as performance clothing, instrument cleaning fees, may be assessed per class and your child's teacher will inform you of such fees. Fees may be paid after school starts and may be spread out over the term of the class to facilitate payment, if necessary.

- Technology (\$20) assessed to all students
- Band (\$35)
- Orchestra (\$35)
- Art (\$30)
- Guitar (\$30)
- Choir (\$30)
- Drama (TBD)
- Physical Education (\$15 uniform)



## Counselor's Information

### **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. Canvas) allows students to earn credit through digital instruction and is excluded from these schedule change guidelines.

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.

### **Last Day for Credit in Face-to-Face Instruction for 19-20 School Year**

Semester 1: September 12, 2019

Semester 2: January 29, 2020

### **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).

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

6 <sup>th</sup> Grade Counselor, Ms. Jessica Houchins	702/799-2005 ext.	4302
7 <sup>th</sup> Grade Counselor, Mr. Tony (Saleutogi) Lualemaga	702/799-2005 ext.	4301
8 <sup>th</sup> Grade Counselor, Ms. Arzu Lopeman	702/799-2005 ext.	4303

