



# Curriculum Guide

## General Information

### SunRidge Students

Parents/guardians and students are to become partners with school personnel in career exploration and educational decision-making. Clear academic course expectations that emphasize rigorous and relevant coursework shall be made available to all students by allowing both student and parent/guardian choice.

### Required Curriculum

Students must be enrolled in a minimum of 4 classes to be considered a full time SunRidge Middle School student. The successful completion of four core classes (math, science, social studies, and language arts) are required to be promoted to the next grade level. There is a contract which must be completed with a counselor to enroll the student in an alternative schedule, less than 7 periods a day. Students must pass three of their four core courses during 6th and 7th grade, in order to be promoted to 8th grade. However, students must have twelve core course credits by the end of their 8th grade year in order to progress to high school. Students missing these required credits will need to participate in summer school for course recovery.

The student must successfully complete academic courses as follows:

- (a) English Language Arts. Three middle grades or higher courses in English Language Arts, which shall emphasize literature, composition and technical text. An intensive reading course shall be provided at each grade level for those students for whom the district deems such reading instruction appropriate.
- (b) Mathematics. Three middle grades or higher courses in mathematics. To earn high school credit for an Algebra I or Geometry course, a student must take the associated statewide EOC for 30% of the course grade.
- (c) Social Studies. Three middle grades or higher courses in social studies, one of which must include the study of state and federal government and civics education.
  - (i) Each student's performance on the statewide, standardized Civics EOC (End of Course) Assessment shall constitute 30% of the student's final grade.
- (d) Science. Three middle grades or higher courses in science, to include comprehensive sciences, life science, earth space science, and physical science strands.
- (e) Physical Education. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. A student may waive out of this physical education requirement if he/she meets one of the following criteria:
  - (i) The student is enrolled or required to enroll in a remedial course.
  - (ii) The student's parent/guardian or legal guardian indicates in writing to the school that:
    - a. The parent/guardian or legal guardian requests that the student enroll in another course from among those courses offered as options by the district; or
    - b. The student is participating in physical activities outside the school, which are equal to or in excess of the mandated requirement.Proper documentation must be provided each year that the student's parent/guardian is requesting to waive physical education. A new signed request form from the student's parent/guardian is required for each additional year that a student is eligible and requests to waive physical education.
- (f) Electives. Students are provided opportunities in performing/fine arts, academic electives, and specialized programs. The students will choose from these offerings to complete a 7 course full schedule.
- (g) Intensive Reading and Math Remediation Requirements
  - (i) For each year in which a student scores at Level 1 or Level 2 on FSA ELA, the student may be enrolled in and complete an intensive reading course the following year. Reading courses shall be designed and offered pursuant to the district comprehensive reading plan.
  - (ii) For each year in which a student scores at Level 1 or Level 2 on FSA Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

## Accelerated Placement

Accelerated education experiences may be provided to students within their assigned grade levels and acceleration options will be provided as advanced or high school level courses.

## Grading Scale

A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F	0-59	Failure

For secondary courses, students cannot receive less than 50% for each quarter grade, semester grade, or final grade. A minimum final grade of a "D" is needed to pass each course.

## Final Examination

Statewide EOC (End of Course) Assessments and Final Examination Grades

(i) All students who take statewide EOC dependent courses, the final examination will count for 30% of the overall course grade. The Semester 1 and Semester 2 grades will each be 35% of the overall course grade. The semester and exam grade will be averaged.

(ii) Courses which include a statewide EOC at the middle school level: Algebra I, Geometry, and Civics.

Common Final Exams and Final Examination Grades

(i) All Common Final Exams must count for 20% of the overall course grade for secondary courses. The Semester 1 and Semester 2 grades will each be 40% of the overall course grade for full year courses. For semester courses, the calculation will be conducted as 80% semester grade and 20% CFE grade. The semester and exam grade will be averaged.

## Core Classes at-a-glance

<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
1. Language Arts 1 2. Language Arts 1 ADV 3. Gifted Language Arts 1 ADV	1. Language Arts 2 2. Language Arts 2 ADV 3. Gifted Language Arts 2 ADV	1. Language Arts 3 2. Language Arts 3 ADV 3. Gifted Language Arts 3 ADV
1. Math 1 2. Math 1 Adv	1. Math 2 2. Math 2 ADV 3. *Algebra 1 Honors*** *** OCVS Accelerated Math Grade 7 taken over summer	1. Pre-Algebra 2. *Algebra 1 Honors 3. *Geometry
1. Comprehensive Science 1 ADV 2. Life Science ADV	1. Comprehensive Science 2 ADV 2. *Earth Space Science Honors	1. Comprehensive Science 3 ADV 2. *Physical Science Honors
1. World History Advanced	1. Civics Advanced	1. US History Advanced
*High School Credit		

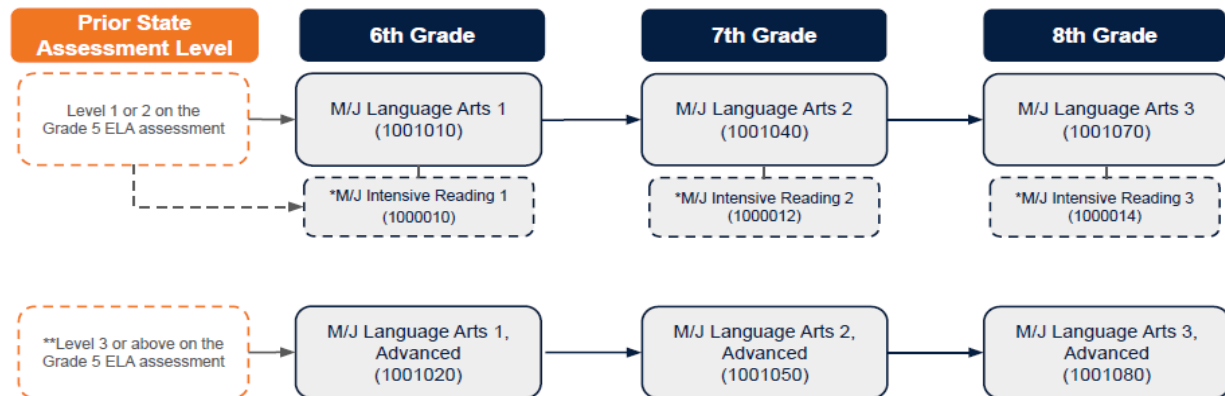


# Language Arts

# English Language Arts Progression Plan

## Middle School ELA Course Progression

There are two potential pathways for ELA in the middle grades (6-8). Although students are placed on these pathways as incoming 6th grade students, they may be advised to move from one pathway to another based on yearly academic performance.



### Additional Notes

**\*Intervention:** Students scoring a Level 1 (or low level 2) on the prior year's ELA assessment should be enrolled in M/J Intensive Reading 1, 2 or 3 or M/J DLA-R (1002181) in addition to their core ELA class to address reading deficiencies.

# Course Descriptions

## M/J Language Arts I 1001010

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## M/J Language Arts I, Advanced 1001020

See M/J Language Arts 1 1001010 & advanced descriptions.

## M/J Language Arts II 1001040

The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## M/J Language Arts II, Advanced 1001050

See M/J Language Arts 2 1001040 & advanced descriptions.

## M/J Language Arts III 1001070

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## M/J Language Arts III, Advanced 1001080

See M/J Language Arts 3 1001070 & advanced descriptions.

### **Advanced Courses:**

Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

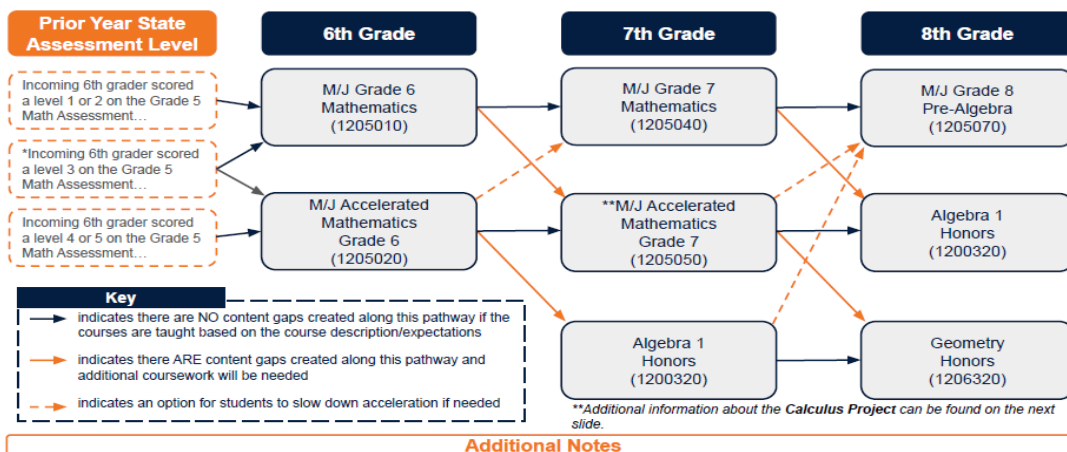


# Mathematics

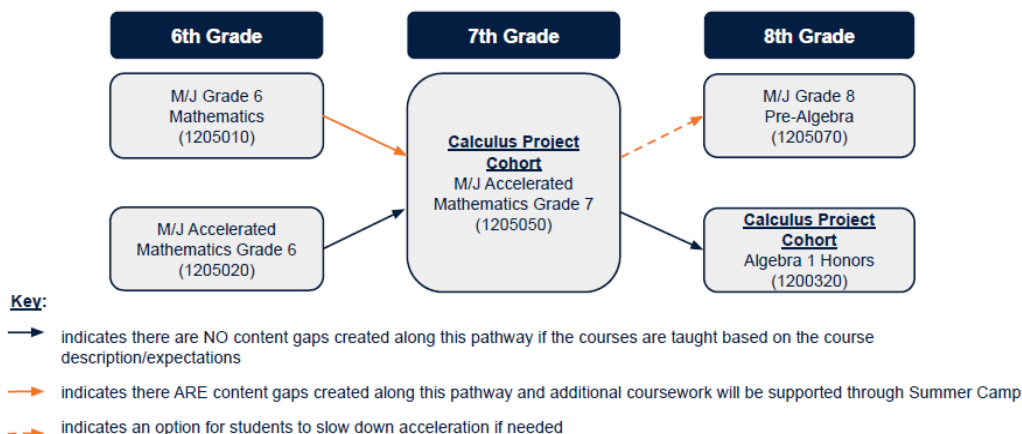
# Math Progression Plan

## Middle School Mathematics Course Progression

There are three main pathways students can take in mathematics in the middle grades (6-8). Although students are placed on these pathways as incoming 6th Grade students, they may be advised to move from one pathway to another based on academic performance.



## Middle School Calculus Project Course Progression





# Course Descriptions

## M/J Grade 6 Mathematics 1205010

In Grade 6, instructional time should 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.

## M/J Grade 6 Mathematics Accelerated 1205020

In this Grade 6 Advanced Mathematics course, instructional time should focus 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.

## M/J Grade 7 Mathematics 1205040

In Grade 7, instructional time should focus on four critical area: (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.

## M/J Grade 7 Mathematics Accelerated 1205050

In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical area: (1) 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; (2) drawing inferences about populations based on samples; (3) 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; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

## M/J Pre-Algebra 1205070

In Grade 7 or 8, instructional time should 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.

## M/J Intensive Mathematics 1204000A/B

In grades 6 and 7, students scoring a Level 1 or 2 on the prior year FSA Mathematics may be enrolled in an intensive math class. This additional math support class is offered to fill prior grade content gaps while also supporting grade-level instruction.

# High School Level Math Courses

*Grades earned in these courses will appear on a High School Transcript*

## Algebra 1 Honors 1200320

### (High School Credit)

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## Geometry Honors 1206320

### (High School Credit)

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

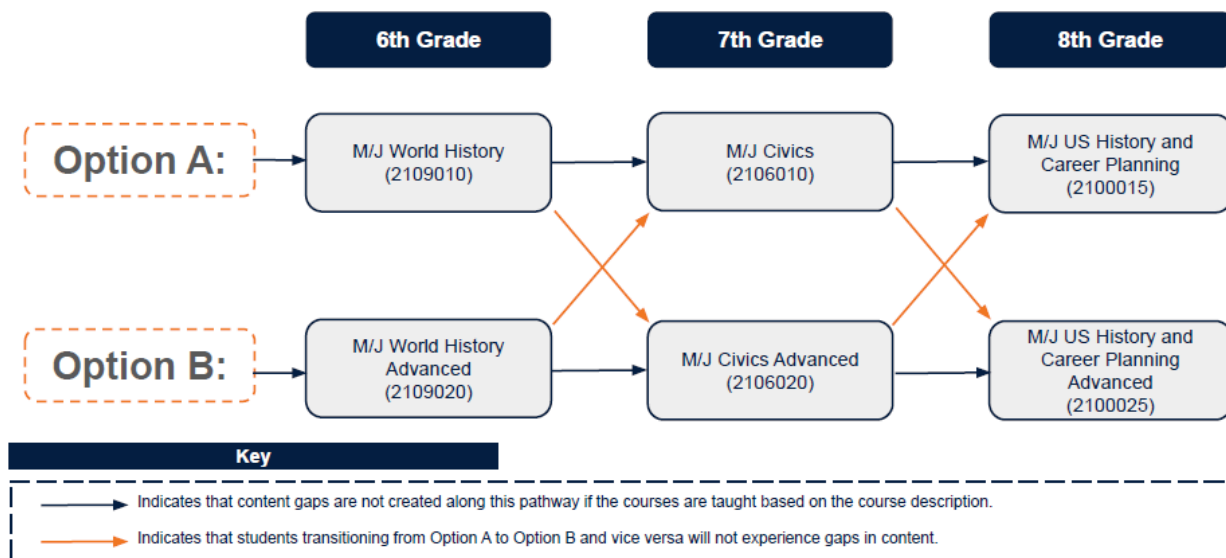


# Social Studies

# Social Studies Progression Plan

## Middle School Social Studies Course Progression

Placement should provide equal access to rigorous coursework and opportunity for student success. Please note that student experiences will vary and students should be guided into coursework that supports academic success and preparation for post-secondary goals. Placement should be reassessed each year with consideration given to course performance and State Assessment results.



# Course Descriptions

## M/J World History 2109010

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

## M/J World History, Advanced 2109020

See M/J World History 2109010 & advanced descriptions.

## M/J Civics 2106010

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

## M/J Civics, Advanced 2106020

See M/J Civics 2106010 & advanced descriptions.

## M/J United States History & Career Planning 2100015

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

## M/J United States History, Advanced & Career Planning 2100025

See M/J United States History & Career Planning 2100015 and advanced descriptions.

### **Advanced Courses:**

Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

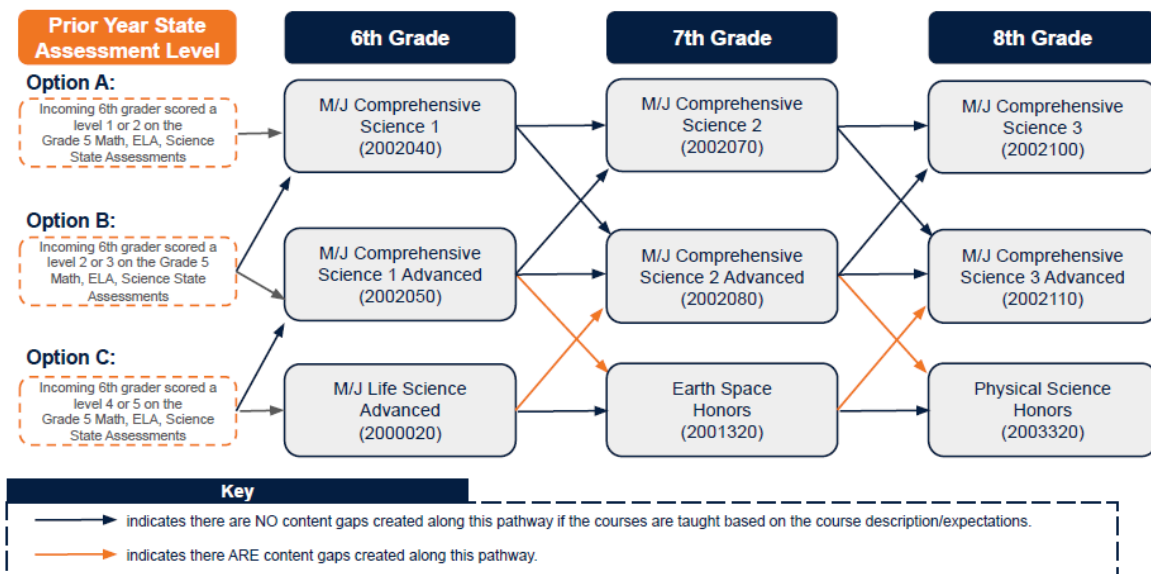


# Science

# Science Progression Plan

## Middle School Science Course Progression

Placement should provide equal access to rigorous coursework and opportunity for student success. Please note that student experiences will vary and students should be guided into coursework that supports academic success and preparation for post-secondary goals. Placement should be reassessed each year with consideration given to course performance and prior year state assessment results.



# Course Descriptions

## M/J Comprehensive Science I 2002040

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, earth systems and patterns, organization and development of living organisms, energy transfer and transformations, motion of objects, forces and changes in motion. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

## M/J Comprehensive Science I, Advanced 2002050

See M/J Comprehensive Science 1 2002040 & advanced description.

## M/J Life Science 2000020

See M/J Comprehensive Science 2 2002070 & advanced description.

## M/J Comprehensive Science II 2002070

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, diversity and evolution of living organisms, heredity and reproduction, interdependence, forms of energy and energy transformation. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge.

## M/J Comprehensive Science II, Advanced 2002080

See M/J Comprehensive Science 2 2002070 & advanced description.

## M/J Comprehensive Science III 2002100

The purpose of this course is to provide opportunities to study the principles of physics and chemistry. The content should include, but not be limited to, the following: unifying concepts and processes of science; matter, waves and light, energy and heat, forces and motion. This course shall include laboratory investigations, which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures (e.g. designing, recording, conducting and analyzing an experiment). Besides, students will practice active and close reading of the text, writing opportunities, supporting answers based upon evidence from the text, and argumentation based on claims and evidence.

## M/J Comprehensive Science III, Advanced 2002110

See M/J Comprehensive Science 3 2002100 & advanced description.

### **Advanced Courses:**

Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in extended research-based paper/project.



## Physical Science Honors

### (High School Credit) 2003320

This is a rigorous course focusing on high-school level science standards and will require students to be highly motivated, organized and capable of independent learning. This is an inquiry approach course. The content of this course includes but not limited to, forces and motion, electricity, energy, and matter. The practice of science is embedded throughout the curriculum. This course awakens curiosity, independent thinking and learning in students as it uses a challenge- driven instructional strategy. Students will learn these principles through laboratory investigations to be able to respond to the given problem. Students will become proficient in using sophisticated lab instruments and technology to collect data. Written and oral communications are required of all students. This honors course is a high school course. Upon successful completion of this class, students will be awarded high school credit in Physical Science.

## Earth Space Science Honors

### (High School Credit) 2001209

This is a rigorous course focusing on high-school level science standards and will require students to be highly motivated, organized and capable of independent learning. Course topics include astronomy, plate tectonics, minerals, rocks and landforms, surface processes, oceans, weather and climate. This course will also include scientific investigations, which incorporate the use of measurement, laboratory apparatus, problem solving and experimental procedures (designing and performing valid experimental procedures, using mathematics and information for computational thinking to analyze data). This course provides extensive technical reading and writing opportunities in the form of multiple independent science research projects. This honors course is a high school course. Upon successful completion of this class, students will be awarded high school credit in Earth/Space Science.

*\*Grades earned in these courses will appear on a High School Transcript*

# Eagle Electives

Every Eagle will have two additional electives, aside from PE/Dance

## Performing/Fine Arts

## Academic

### Performing Arts

Band  
Chorus  
Theatre  
Orchestra  
Guitar

### Fine Arts

Introduction to Art History  
2D Art  
3D

Spanish I  
Spanish II  
Research 1 (Junior Achievement)  
TV Production  
  
Information & Communications  
Technology 1 (CTE)  
Information & Communications  
Technology 2 (CTE)  
Digital Information Technology  
Agriscience Program (CTE)  
STEM  
\*Leadership through Engaged  
Citizenship  
Critical Thinking  
Intensive Reading  
English Language Development (ESOL, up  
to 1 year)  
Developmental Language Arts through  
Reading (ESOL 1-2 years)

Please Note: Electives listed above are not available to all grade levels. See Course Descriptions and Request Form for grade-level specific details.

Levels of classes may be determined based on Prerequisites, \*Application, or Directory Placement.



# Performing & Fine Arts



# Course Descriptions

## Band

Your band placement will be determined by the band director.

**\*\*A contract will be required to participate as this course requires outside of the classroom activities\*\***

### M/J Band 1 1302000

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### M/J Band 2 1302010

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### M/J Band 3 1302020

See prerequisite Band 2 1302010

### M/J Band 4 1302030

See Band 2 1302010. Band 3 is a prerequisite for this course.

NOTE: Performing Arts courses may require a fee.

## Chorus

Your chorus placement will be determined by the chorus director.

**\*\*A contract will be required to participate as this course requires outside of the classroom activities\*\***

### M/J Chorus 1, 2, 3

#### 1303000/1303010/1303020

Students with little or no choral experience will begin in Chorus 1 and develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. In Chorus 2, students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. In Chorus 3, students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### M/J Guitar I 1301060

**\*\*A contract will be required to participate as this course requires outside of the classroom activities\*\***

#### M/J Guitar 1 1301060

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble skills. Beginning guitarists explore the careers and music of significant performers in pop/rock, jazz, blues, classical, country, bluegrass, and hard rock/metal genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## Orchestra

Your orchestra placement will be determined by the orchestra director.

**\*\*A contract will be required to participate as this course requires outside of the classroom activities\*\***

### M/J Orchestra I/II/III/IV

1302040/1302050/1302060/1302070

Orchestra 1 is for students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Orchestra 2 is for students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Orchestra 3 is for students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. Orchestra 4 is for students with previous orchestral experience demonstrate advanced knowledge of instrumental techniques, musical literacy, ensemble skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Additional opportunities for experiences in small ensembles, solo performance, and various leadership roles may be available. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## M/J Theater I/II/III

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Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**\*This course may require a fee.**

### M/J 2D Studio Art 0101005

Students explore media and techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Investigation of artworks from Western and non-Western cultures provide a means for students to expand their understanding and appreciation of the role of art in global culture. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

**\*This course may require a fee.**

### M/J 3D Studio Art 0101035

**Prerequisite:** Student must successfully complete 2D Art Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

**\*This course may require a fee.**

## M/J Exploring Art 2D 0101005

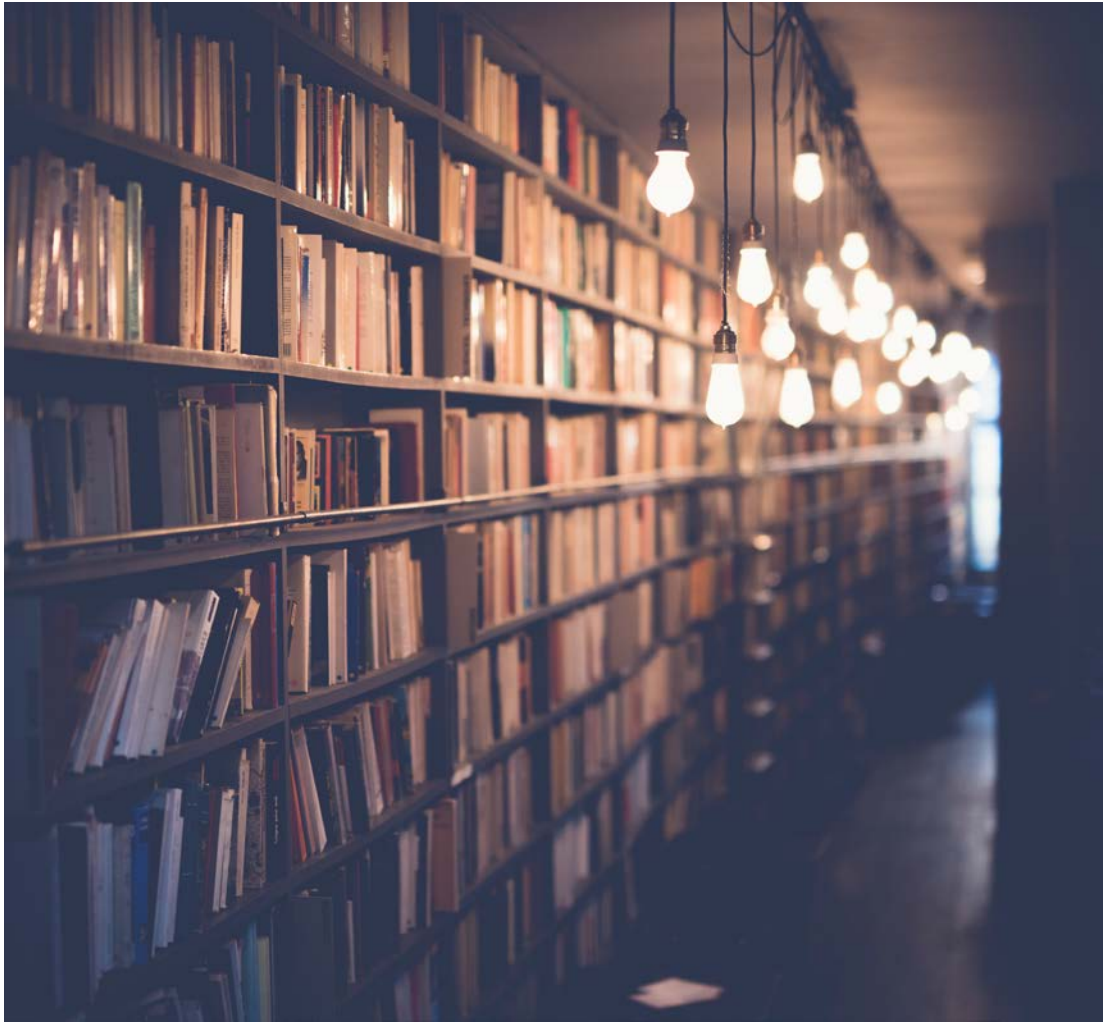
Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. Opportunities are provided for creative decision-making in the context of the structural elements of art and the organizational principles of design. This course incorporates hands-on activities and consumption of art materials.

\*Semester Course, paired with Introduction to Art History to be full year.

## M/J Introduction to Art History 0100060

Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. Through the study of art exemplars and project-based activities, students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to a variety of time periods and geographical places, and will express their own interpretations in a variety of ways. The course lays a foundation for the art criticism process, examining and comparing how artists have solved visual problems and made meaning across time, place, and culture. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

\*Semester Course, paired with Exploring Art 2D to be full year.



# Academic Electives

# Course Descriptions

## World Languages

### Spanish I 07083409 (High School Credit)

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

### Spanish II 05083509 (High School Credit)

Spanish 1 is a pre-requisite for Spanish 2. Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1.

## Information & Communications Technology Program (CTE)

The purpose of these courses is to provide students with the computer, digital and information technology skills necessary for success in their future academic and occupational goals. These courses are meant to build on each other. The course description for each level are provided below.

### Information and Communications Technology I (CTE) 9009110

This course introduces students to core concepts associated with computers and their use. The content includes computer, digital and information technology skills necessary for success in their future academic goals. In addition to fundamental computer information, the content includes, but is not limited to digital technologies associate with multimedia, word processing, internet communications and cybersecurity.

### Information and Communications Technology II (CTE) 9009120

This course builds on the core concepts associated with computers and their use. The content includes computer, digital and information technology skills necessary for success in their future academic and occupational goals. The content includes hands-on opportunities to explore various software applications, including the creation of template based webpage and a base compute program.

### Digital Information Technology 8207310

A Career and Technical Education (CTE) course which gives students opportunity to earn industry certifications, specifically the Microsoft Office Specialist. This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards



## **Agriscience Program (CTE)**

In this program, students will take courses which build on each other covering content in the understanding and application of the agricultural food system, environment, and natural resources. The courses will expand the students' understanding of the agricultural systems, and careers in the agricultural field. Descriptions of each course are listed below.

**\*\*A contract will be required to participate as this course requires outside of the classroom activities\*\***

### **Agriscience I 8100120/8100310**

Agriscience I is designed to provide an understanding of the agricultural food system, environmental resources, and strategies used to produce and market agricultural products, and an exploration of research through the use of the scientific method. The student will take a closer look at agriculture and learn about the research and development of our food supply.

### **Agriscience II 8100210U/8100110U**

Agriscience II is designed for students that have already covered the basic introduction to agriculture. This course is designed to provide instruction that explores the tasks, training, education, and physical requirements of a broad range of agriscience and national resources careers. Students will take a more in depth look into plants, animals, national resources and food science as they learn more about our food system.

### **Fundamentals of Agriculture 8021300**

Fundamentals of Agriculture is designed to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Agriculture, Food and Natural Resource career cluster.

### **Agriscience Foundations 81068109 (High School Course Credit)**

Agriscience III is designed to provide an understanding of the agricultural food system, environmental resources, and strategies used to produce and market agricultural products, and an exploration of research through the use of the scientific method. The students will take a closer look at agriculture and learn about the research and development of our food supply.

## **STEM**

### **1700000/1700010**

In this course, students will engage in rigorous concepts related to Science, Technology, Engineering, and Math. Students will explore these fields through hands on projects and use their knowledge to develop, design, and build their innovative ideas. This course will also enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

### **Engaged Citizenship through Service Learning**

#### **12104010**

This course provides an introduction to service learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences.

### **Intro to Arts, A/V Technology and Communication 8209350U/V**

Prerequisite: Applications required for Journalism

**\*\*A contract will be required to participate as this course requires outside of the students will participate in TV Production. This opportunities will allow students to apply skills to create exciting experiences through video. This course begins with a broad overview of the arts and A/V technology.**

### M/J Intensive Reading 1000010D/E/F

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity.

### M/J Developmental Language Arts through Reading (ESOL) 1002181

The purpose of this course is to enable middle school students who are native speakers of languages other than English instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently.

### English Language Development (ESOL) 1002180A/B/C

The purpose of this course is to enable middle school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend middle school grade-level text independently, as well as communicate for social and instructional purposes within the school setting.

### M/J Critical Thinking, Problem Solving, and Reading Strategies 1008010/1008040/1008070

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors; re-enforcing reading through Project-based Learning opportunities.

### Learning Strategies 7863090XY

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.

### Advanced Academics: GIFTED 7855040

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. This course is meant to be used at each 6-8 grade level and has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.



# Physical Education Courses

# Course Descriptions

## M/J Fitness- 6th Grade 1508000

This fitness course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

## M/J Comprehensive PE- 6th Grade 1508060

This course is designed for 6th and 7th grade students and intended to be 18 weeks in length. The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports.

## M/J Fitness- Grade 7 1508020

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

## M/J Comprehensive PE- Grade 7 1508070

This course is designed for 7th students and is intended to be 18 weeks in length. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports.

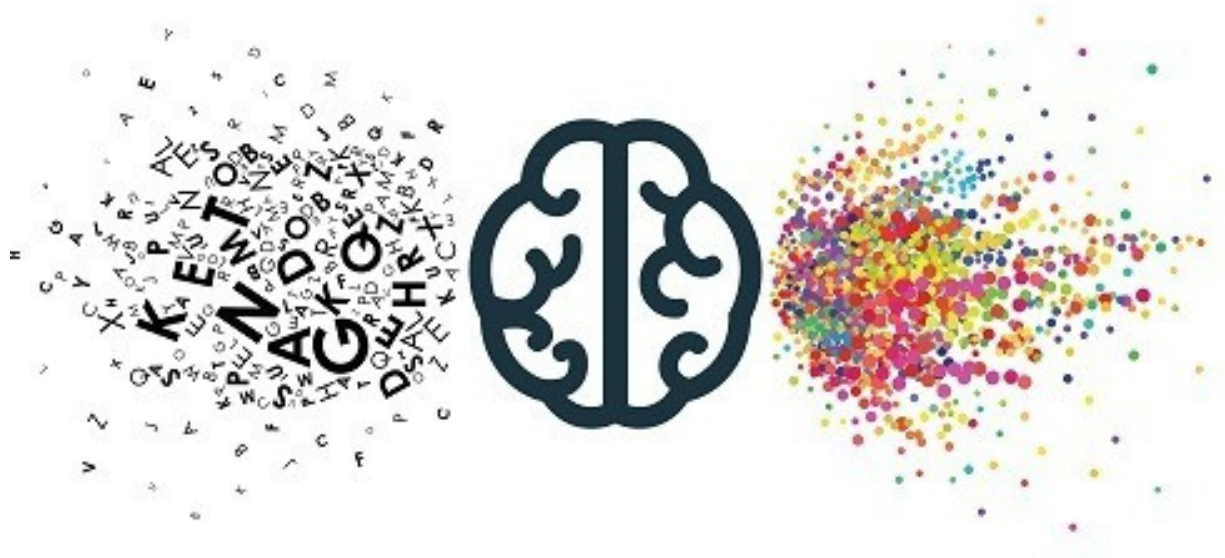
## M/J Extreme Sports- Grade 8 1508040

This course is designed for 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

## M/J Individual/Dual Sports- Grade 8 1508050

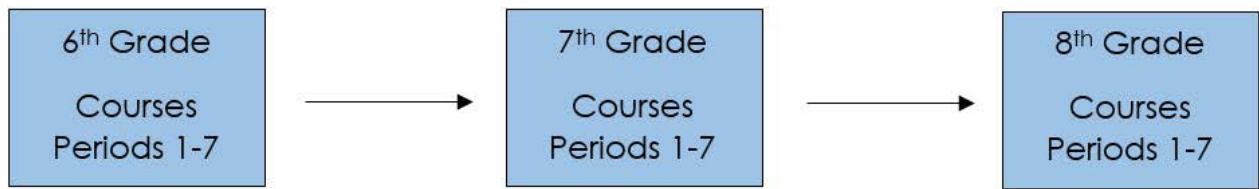
This course is designed for 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

NOTE: PE waivers are available, which can allow students to become exempt from this course requirement. However, the student is required to fulfill the requirement through an external physical sport and complete an additional course in it's place.



# ACCESS Courses

# ACCESS Progression Plan



6<sup>th</sup>-8<sup>th</sup> Grades  
Unique Skills

6<sup>th</sup> Grade  
ACCESS  
Language Arts

7<sup>th</sup> Grade  
ACCESS  
Science

8<sup>th</sup> Grade  
ACCESS  
Mathematics

6<sup>th</sup>-8<sup>th</sup> Grades  
Electives

6<sup>th</sup> Grade  
ACCESS  
Science

7<sup>th</sup> Grade  
ACCESS  
Mathematics

8<sup>th</sup> Grade  
ACCESS  
Language Arts

6<sup>th</sup> Grade  
ACCESS  
Mathematics

7<sup>th</sup> Grade  
ACCESS  
Language Arts

8<sup>th</sup> Grade  
ACCESS  
Science

6<sup>th</sup>-8<sup>th</sup> Grades  
Electives

6<sup>th</sup> Grade  
ACCESS  
World History

7<sup>th</sup> Grade  
ACCESS  
Civics

8<sup>th</sup> Grade  
ACCESS  
US History

# Course Descriptions

## Language Arts Courses

### M/J Language Arts I (ACCESS) 7810011

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

### M/J Language Arts II (ACCESS) 7810012

The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

### M/J Language Arts III (ACCESS) 7810013

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

## Mathematics Courses

### M/J 6th Grade Mathematics (ACCESS) 7812015

In Grade 6, instructional time should 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. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

### M/J 7th Grade Mathematics (ACCESS) 7812020

In Grade 7, instructional time should 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. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

### M/J 8th Grade Mathematics (ACCESS) 7812030

In Grade 8, instructional time should 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. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

## Science Courses

### M/J Comprehensive Science I (ACCESS) 7820015

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, earth systems and patterns, organization and development of living organisms, energy transfer and transformations, motion of objects, forces and changes in motion. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

### M/J Comprehensive Science II (ACCESS) 7820016

The purpose of this course is to provide opportunities for students to study concepts of science through exploratory investigations, activities, and applications. Science content includes: earth structures, diversity and evolution of living organisms, heredity and reproduction, interdependence, forms of energy and energy transformation. Scientific processes include: the role of theories, laws, hypotheses, and models; laboratory investigations, experimental procedures, problem solving, and the characteristics of scientific knowledge. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

### M/J Comprehensive Science III (ACCESS) 7820017

The purpose of this course is to provide opportunities to study the principles of physics and chemistry. The content should include, but not be limited to, the following: unifying concepts and processes of science; matter, waves and light, energy and heat, forces and motion. This course shall include laboratory investigations, which incorporate the use of measurement, problem solving, laboratory apparatus, safety procedures, and experimental procedures (e.g. designing, recording, conducting and analyzing an experiment). Besides, students will practice active and close reading of the text, writing opportunities, supporting answers based upon evidence from the text, and argumentation based on claims and evidence. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

## Social Studies Courses

### M/J World History (ACCESS) 7821022

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

### M/J Civics (ACCESS) 7821021

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

### M/J United States History (ACCESS) 7821026

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.



# Elective Courses

## Unique Skills: Curriculum and Learning 6-8 (ACCESS) 7863040

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP). A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

\*This course is required for all ACCESS students.

## Unique Skills Independent Functioning: 6-8 7863030

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

## M/J Physical Education (ACCESS) 781501XY

The purpose of this course is to provide a foundation of knowledge, skills, and values necessary for the development of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which includes, but is not limited to: Fitness Activities, Educational Gymnastics and Dance, and Team Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

## Visual & Performing Arts (ACCESS) 7801010

Students explore techniques used to create a variety of artworks through developing skills in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural qualities of completed art forms.

## M/J Music: 6-8 (ACCESS) 7813010

The purpose of this course is to enable students with disabilities to develop an awareness and appreciation for music. Students may choose to participate in band, orchestra, or chorus.

## M/J Theatre (ACCESS) 7801010

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery.

## M/J Journalism 1006000

The purpose of Journalism is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media.

