

Burkholder Middle School

Course Catalog

2020-2021

Dear Parent(s) /Guardian(s):

Welcome to Burkholder Middle School! We are pleased to offer our students' strong curriculum offerings that will produce proficient and successful students who will master their grade level standards. I am proud of our hard working, dedicated, and professional staff. Our teachers are committed to enhancing learning for all and are dedicated to providing a learning environment that will enable all our students to reach their highest potential. Our staff focuses on the Nevada Academic Content Standards (NVACS), rigor, and high expectations for student growth. Our goal is to prepare students for 21st Century skills through the use of technology and to meet the expectations of the NVACS, as well as prepare for high-stakes assessments. We are excited that our students will have the opportunity to check out a Clark County School District Chromebook for the 2020-2021 school year. This will allow students access to online educational materials and other resources both at school and at home. The Chromebooks have pre-loaded apps and materials on them. Students will be able to access the Internet with the Chromebook at school and through wireless networks at home or within the Henderson/Las Vegas Community. The Chromebooks are a required part of our curriculum. At the end of the school year or if the student transfers out of our school, the Chromebook will be returned to the school.

Parents, 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. Please take a moment with your child to review the course selections and to review the CCSD Middle School and State of Nevada Promotion Regulations. In addition, please be advised that teacher recommendations, student growth toward proficiency, and other assessment data will be used for consideration in all class placements. Together, as partners, we will build Community of Learners that can apply, manipulate, analyze, and synthesize information in order to learn and prepare for high school and beyond!

Sincerely,

Melissa Mendoza
Assistant Principal

Counselor's Corner - WELCOME TO BURKHOLDER MIDDLE SCHOOL!

Welcome to Burkholder Middle School. This course catalog was put together to assist you and your child in ensuring proper class placement. Course planning for the 2020-2021 school year is an important part of your child's transition to the next grade level. As your child prepares to move on, the importance of choosing each course carefully is critical to establishing a well-rounded educational program that will enhance your child's development and success in life. Throughout the middle school years, a foundation is built which prepares a child for future life-long learning experiences in the work force and in society. For this reason, we value and emphasize a well-balanced educational program including mathematics, science, English, reading, social studies, technology, the performing arts, visual arts, exploratory classes, health and physical education. Successful performance in high school, college, and other post-secondary programs are directly related to the depth of understanding and foundation skills in these subject areas. The time and effort that one invests in all of the middle school courses of study will be a factor in predicting a student's success on the state mandated Smarter Balanced Assessment Consortium (SBAC) in math, English Language Arts, and science (8th grade only). For the Classes of 2020-2021 and beyond to receive a diploma from a Nevada high school, students must complete the college and career readiness assessment with writing – the ACT, in addition to meeting all course requirements. Likewise, students who pursue post-secondary education will have a stronger knowledge base in all areas to perform successfully.

In all grades, students are reminded to choose their electives carefully, as changes in elective choices are not allowed once final schedules have been made. Every effort will be made to give students their first elective choice unless that class has already been filled or cannot be offered as originally planned. We also suggest that students choose electives that parents/guardians will agree with and support. In addition to the elective selection form sent home, parents are to view their child's Nevada Academic Plan in Infinite Campus and confirm that they agree with the academic path their child is scheduled to follow as outlined in each child's individual plan. Please take a moment to check the parent box in the upper left-hand corner when you review it. Enclosed in this catalog are more detailed descriptions of all our courses for each grade level. Please take the time to read through them and discuss them with your child. We appreciate your support and look forward to working with you in the upcoming school year.

Mrs. Julia Bush and Ms. Marisa Cady, School Counselors

Important Phone Numbers

Burkholder Middle School.....
Fax.....
Southern NV Health District.....
Clark County School District.....
Zoning.....

702-799-8080
702-799-8088
702-759-1000
702-799-CCSD (2273)
702-799-6430

Burkholder
Web Site.....
CCSD WebSite.....
Guidance and Counseling Web Site.....
Infinite Campus Website.....

<http://www.burkholderms.org/>
www.ccsd.net
<http://ccsd.net/departments/guidance-counseling>
campus.ccsd.net

Social Media



Burkholder Middle School



@burkholderms



Burkholder Middle School

School Motto; JAGS

Jaguars
Achieving
Global
Success

PROWL Code of Conduct

THE CODE

P	<i>Be Prepared</i>
R	<i>Be Respectful</i>
O	<i>Be Orderly</i>
W	<i>Whatever It Takes</i>
L	<i>Learning all We Can</i>

At Burkholder Middle School, the PROWL Code of Conduct will be enforced school-wide and is the school's expectation for student behavior.

The essence of good discipline is respect. This includes respect for authority, respect for others, respect for self, and respect for the rules. This is an attitude, which begins at home, is reinforced at school, and applied throughout life.

School Mission Statement

Burkholder Middle School focuses on being an exemplary learning community built on the foundation that all students can learn through rigorous academics, meaningful relationships, and effective communication. We challenge students to advocate for themselves to become lifelong learners, inspire a love for learning, and utilize technology in today's world.

Academic Planning

Each sixth-grade student must have an approved three-year academic plan. The academic plan must set forth the specific education goals the student intends to achieve before promotion to high school. The sixth-grade student and his/her parent or legal guardian are required to work in consultation with a school counselor to develop and academic plan. In addition, students in seventh and eighth grade are required to review the academic plan at least once each school year in consultation with a school counselor and revise the plan, if necessary.

CCSD Regulation 5123

ATTENDANCE POLICY

CLARK COUNTY SCHOOL DISTRICT • REGULATION 5113

Attendance enforcement is a shared responsibility between the Clark County School District and the parent or legal guardian. The parent, legal guardian, or other person in the state of Nevada having control or charge of any student is required to send the student to school during all times that the public school is in session (NRS 392.040).

The Nevada Revised Statutes provide corrective steps and/or sanctions will be taken or applied when a student does not attend school.

1. Secondary students who exceed ten (10) unapproved absences in any course during the semester shall receive a **failing** semester grade for that course.
2. All prearranged absences in excess of ten (10) during a school year shall be considered unapproved. All pre-arranged absences for which the makeup work was not completed and submitted as specified by the teacher shall be considered unapproved.
3. Students who lose credits in three (3) or more classes may be referred to an alternative education program.

An unapproved absence for one or more class periods or the equivalent of one or more class periods during a school day shall be deemed truancy (NRS 392.139 (2)).

If a student has been declared truant three times for unapproved absences, the principal of the school shall report the student to a school police officer or the local law enforcement agency for investigation of habitual truancy and issuance of a citation, if warranted, in accordance with NRS 392.149 (NRS 392.144). The *Nevada Revised Statutes* do not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian.

Burkholder Middle School students demonstrating poor attendance habits, which are in violation of Clark County School District guidelines, may be placed on a notice of Required Parent Conference (RPC) as determined by the Assistant Principal and approved school district policy. **Students in grades 6-12, who have ten or more unexcused absences, may be retained at their current grade level.**

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.

Infinite Campus

Pre-registration and course planning will be done online. It is the expectation that every parent have access to the Infinite Campus portal to update their child's information and receive important registration materials. The Infinite Campus web/Smart Phone-based applications allow parents to examine up-to-date information about their child's grades, attendance, school announcements, and more. **To access Infinite Campus, you must receive your login ID and password from your student's school.** *If you have students in various schools, you have to visit only one of the schools to receive your login information to access information about any of your children's information.* All students are expected to monitor their progress on a weekly basis by logging into Infinite Campus at campus.ccsd.net and check for missing work, academic planning, messages, and more.

Course Expectations

At the beginning of the school year, teachers will provide each student with specific course expectations for his/her class including the course description, course scope, and goals. School-wide Course Expectations including assessment information, performance outcomes, pacing guide, BMS PROWL Citizenship rubric, textbook information, criteria for student evaluation, explanations regarding student grades, resources available to parents and guardians to assist students with the class, and expected behavior guidelines will be found on the school website.

English Language Learner

The identification and registration of English Language Learner students in the Clark County School District begins with the completion of a Home Language Survey. Upon completion of this survey, students will attend classes while awaiting initial language assessment by the English Language Learner Program Department testing specialist. Once students are assessed, they are placed in classes according to their competency in the English language.

Special Education

The goals of Burkholder Middle School's special education programs are consistent with the standards set in the Individuals with Disabilities Education Act (IDEA). An Individual Education Program Committee, including parents and staff, works together to establish and maintain the most appropriate Individual Education Program (IEP) for each student. The student's schedule is developed from the IEP.

The Inclusive Teaching model is used at Burkholder as a supplemental approach to deliver special education services for mainstreaming students. The primary goal of the Inclusive Teaching model is to meet the needs of students who are eligible for special education and their IEP includes placement in regular education classes. A Diverse Learning Strategist, who is a certified Special Education Teacher, works cooperatively with the classroom teachers to aid with instructional techniques and adaptations appropriate for regular classroom instruction.

School Website and Social Media

Every family is encouraged to visit the school website at <http://www.burkholderms.org/>. Please visit the site to be regularly informed about your child's school! Also, visit us on **Facebook** [@burkholdermiddleschool](#), **Instagram** @BurkholderMiddleSchool and follow us on **Twitter** [@burkholderms](#).

Technology Fee

Every student will be able to checkout a Chromebook for the 20-21 school year. A technology fee of \$15.00 will be required for every student. This fee will help cover unexpected Chromebooks costs.

Non-Discrimination Language

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.

Millennium Scholarship Program

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or 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.

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).

Promotion/Retention

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

High School Credit Taken in Middle School

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

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

Concurrent Credit

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

Nevada Learning Academy

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

Summer School

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/>.

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.

Schedule Changes

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

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

Semester 1: September 2, 2020

Semester 2: January 29, 2021

REQUIRED COURSES

6th Grade – Every sixth grader will be required to take the following classes:

***English Language Arts * Math * Science * Physical Ed/Computer Science & Applications *Elective**

Students will be placed in a English Language Arts block, mathematics, science, and physical education/computer literacy classes that are designed to enable the student to be successful. When selecting an elective, students should make three choices, in order of preference, as it is not always possible to ensure that all students will receive their first choice which they have selected.

Math

Sixth Grade Math 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.

Accelerated Sixth Grade Math This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) for 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.

Select Students:

Accelerated Seventh Grade Math- This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes grade seven curriculum as well as a portion of the currently adopted CCSS grade eight curriculum. This course focuses on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3)

solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) drawing inferences about populations based on samples; 5) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; and 6) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

English

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

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

Science

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

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

Physical Education

P.E. 6 This one-semester course provides students the opportunity to develop a health-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students develop motor skills, movement patterns, and safety within the course. Health-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the physical education requirement for sixth-grade students.

Computer Science and Applications

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

REQUIRED COURSES

7th Grade - Every seventh grader will be required to take the following classes:

*** English Language Arts * Math * Science * History & Geography 7 * Elective**

Students will be placed in a English Language Arts block, mathematics, science, and US/Nevada history classes that are designed to enable the student to be successful. When selecting an elective, students should make three choices, in order of preference, as it is not always possible to ensure that all students will receive their first choice which they have selected.

Math

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

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

Select 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.

English

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

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

Science

Seventh Grade Science This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 7 include structure and properties of matter, chemical reactions, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, Earth's systems, history of Earth, human impact and engineering design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement.

7th Grade Accelerated Science This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 7 Accelerated include structure and properties of matter, chemical reactions, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, Earth's systems, history of Earth, human impact and engineering design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures

and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement.

Social Studies

History and 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.

REQUIRED COURSES

8th Grade Every eighth grader will be required to take the following classes:

***English * Math *Science * History and Geography 8 * Health/Physical Education * Elective**

Students will be placed in English, mathematics, science, world geography, and health/physical education classes that are designed to enable the student to be successful. When selecting an elective, students should make three choices, in order of preference, as it is not always possible to ensure that all students will receive their first choice which they have selected.

Math

Pre-Algebra 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; and 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 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.

Select Students:

Geometry H-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.

English

Eighth Grade English 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.

Accelerated Eighth Grade English 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.

Science

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

Accelerated Eighth Grade Science 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.

Social Studies

History and 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.

Health and Physical Education

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.

Physical Education This one-semester course provides students the opportunity to develop a health-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students develop motor skills, movement patterns, and safety within the course. Health-enhancing 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 eighth-grade students.

Electives

Spanish I Virtual lab This one-year on-line course is designed to facilitate a student's acquisition of the target language at the novice level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (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 our 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.

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

Explorations This one-year course for is composed of mini-courses.

Art

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

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

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

Band

Beginning Band This one-year course is designed for any middle school student who desires to develop the ability to play a wind or percussion instrument. The course involves applying the basic fundamentals of music reading to the particular technique of the instrument being studied. The course may be repeated and is considered a preparatory course for progression into Intermediate and Advanced Band.

Intermediate Band This one-year course is designed for students who have achieved beyond the beginning band level. It includes guidance and direction in solving psychomotor problems relating to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles. The importance of sustained effort and practice is stressed for technical proficiency. This course may be repeated.

Advanced Band This course is designed for students who have achieved beyond the intermediate band level. It includes guidance and direction in solving psychomotor problems relating to instruments and the techniques for producing and evaluating pitch, tone, rhythmic patterns, and dynamic levels within a variety of musical styles. The importance of sustained effort and practice is stressed for technical proficiency. This course may be repeated.

Jazz Band This one-year course is designed for students who have successfully demonstrated mastery of middle school intermediate jazz skills and techniques. Areas of emphasis include jazz interpretation and exploration of improvisational techniques. 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. Audition required.

Drama

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

elective course appropriate for grades six through eight.

Orchestra

Beginning Orchestra This one-year course is designed for students with no previous orchestra 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 Orchestra This one-year course is designed for students who have successfully completed a middle school beginning orchestra course and/or demonstrated the required skills by audition. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated.

Advanced Orchestra This one-year course is designed for students who have successfully completed a middle school intermediate orchestra course and/or demonstrated the required skills by audition. Areas of emphasis include advanced concepts in music reading, specific performance techniques of the instrument being studied, 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.

Chamber Orchestra This one-year course is designed for middle school students who have successfully completed an advanced orchestra course and/or have demonstrated competency through audition and want to explore chamber ensemble performance techniques. Major topics include advanced small ensemble performance skills, live performance opportunities, and the study of orchestral chamber music in 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. *Audition required.*

Leadership This one-year course will provide middle school students with the opportunity to develop leadership skills. Time will be used in and out of class for students to implement projects associated with their responsibilities. *Application required.*

Publications I This one-year course is designed for the study and practice of the foundational elements of publications with major emphasis in information gathering, writing, layout design, and photography. Students participate in the production of the school yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. *Application required.*

Video-broadcasting This course is designed to provide students with a general understanding and attainment of basic skills in the video broadcast of the daily announcements on JAG TV. Students will develop skits, commentary, and the like to enhance the school-wide daily communication system. *Application required.*

Intro to Media Technology This one-year course is designed to provide students with introductory skills and knowledge in media technology (MT). Students gain the fundamentals of graphics, animation, video, and the creation and manipulation of multimedia. 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 for grades seven and eight.

Student Aide This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned supervising teachers by a formal application process. This is an elective course for eighth grade students. Application required.