



2022-2023
Curriculum Guide

High School Ready 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 Bridgewater Middle School student. The successful completion of four core classes (math, science, social studies, and language arts) are required to promote 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. A student must meet the minimum requirements to be promoted to the next grade level, and if the minimum passing score is not met, the student will need to complete summer school, or credit recovery to promote to the next level.

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 Assessment shall constitute 30% of the student's final grade.

(d) Science. Three middle grades or higher courses in science, to include 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, high school level, or career technical certification 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.

Final Examination

Statewide EOC 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.

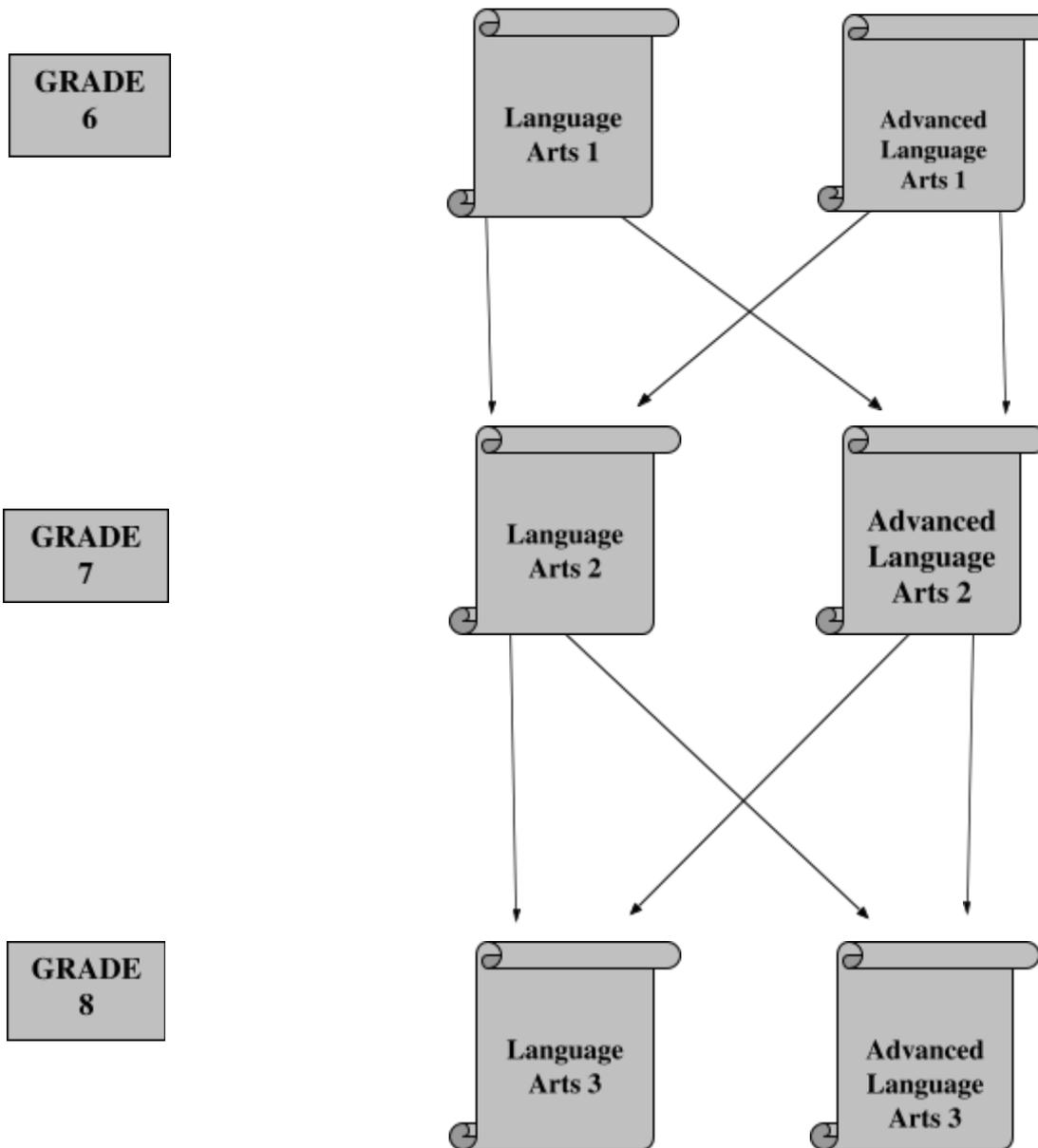
Common Final Exams and Final Examination Grades

(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.



Language Arts

English Language Arts Progression Plan



Course Description

M/J Language Arts 1 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 1, Advanced 1001020

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

M/J Language Arts 2 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 2, Advanced 1001050

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

M/J Language Arts 3 1001070

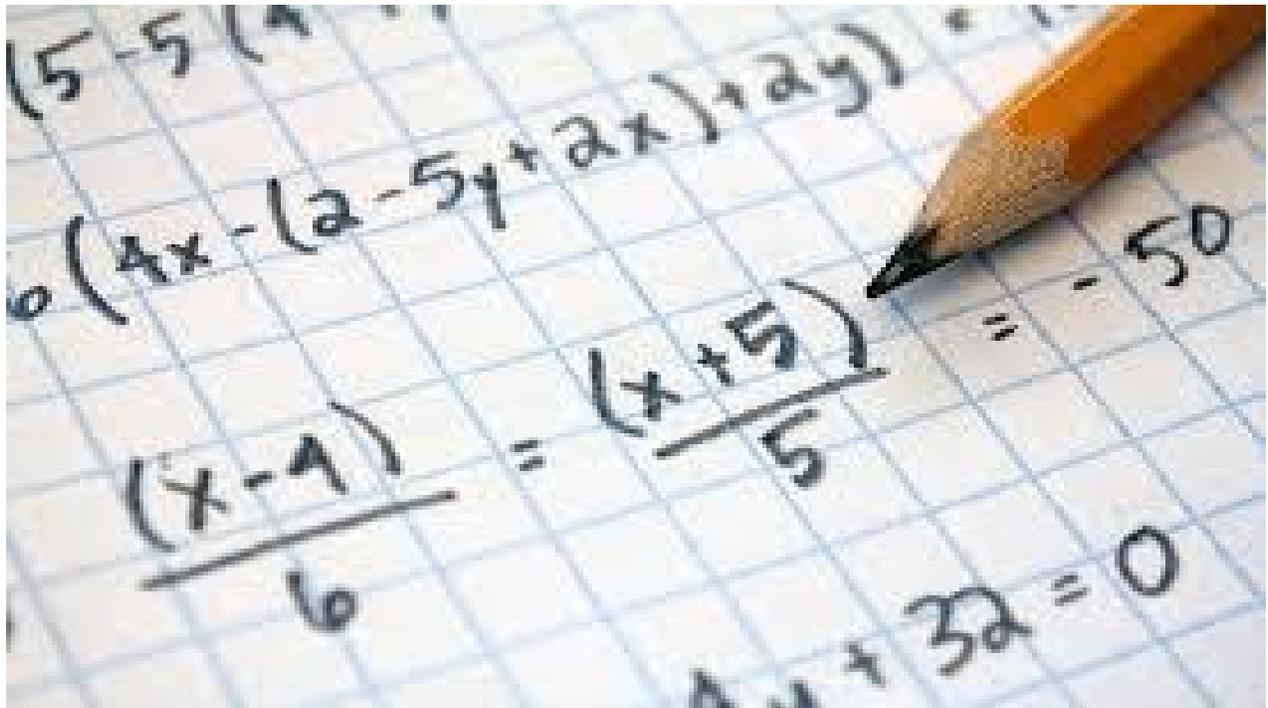
The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts 3, Advanced 1001080

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

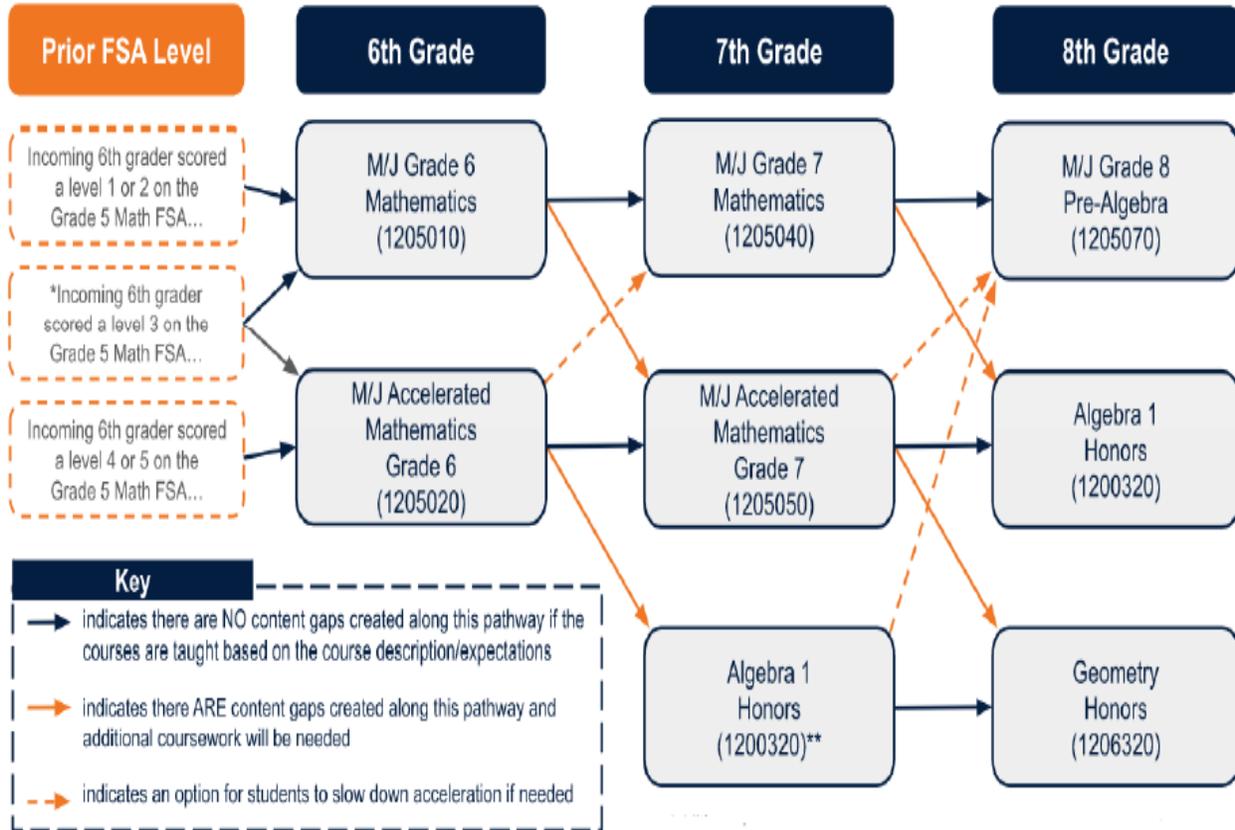
Advanced Courses:

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.



Math

Math Progression Plan



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 Advanced 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 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.

M/J Grade 7 Mathematics Advanced 1205050

In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical areas: (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 Grade 8 Pre-Algebra 1205070

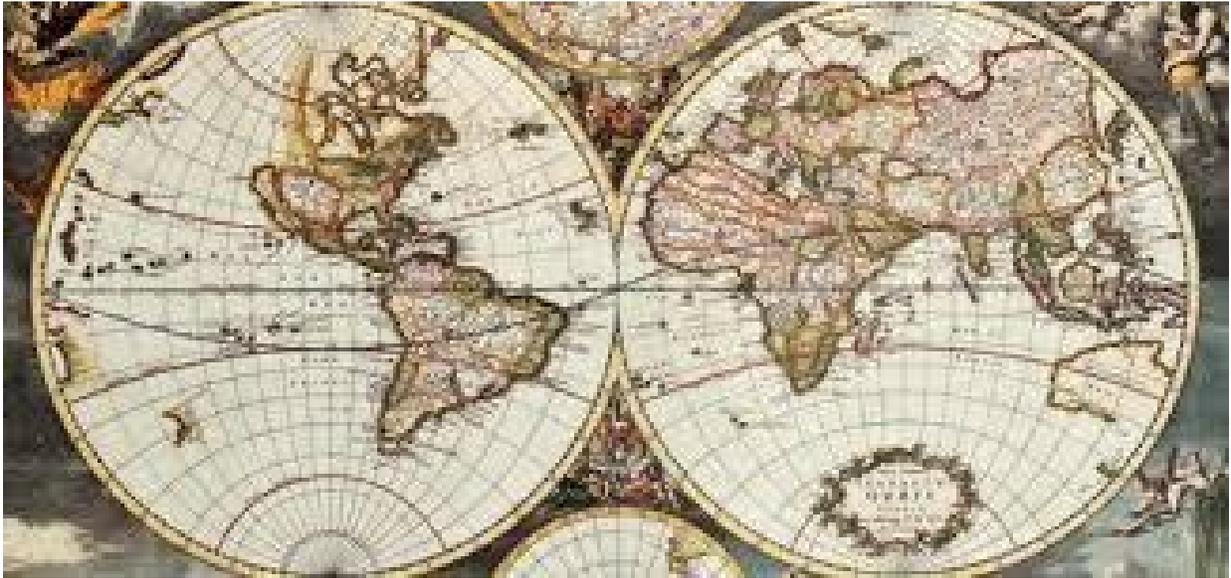
In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function 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.

Algebra 1 Honors (High School Credit) 1200320

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 (High School Credit) 1206320

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.

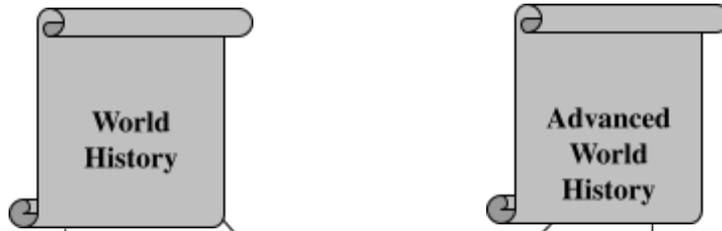


Social Studies

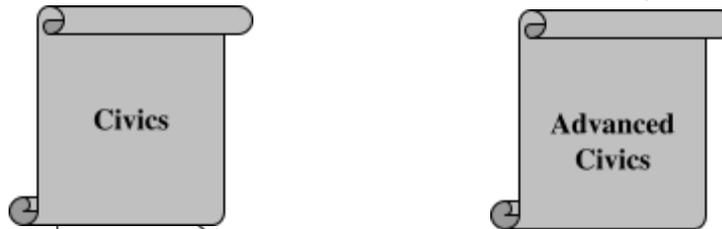


Social Studies Progression Plan

GRADE
6



GRADE
7



GRADE
8



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

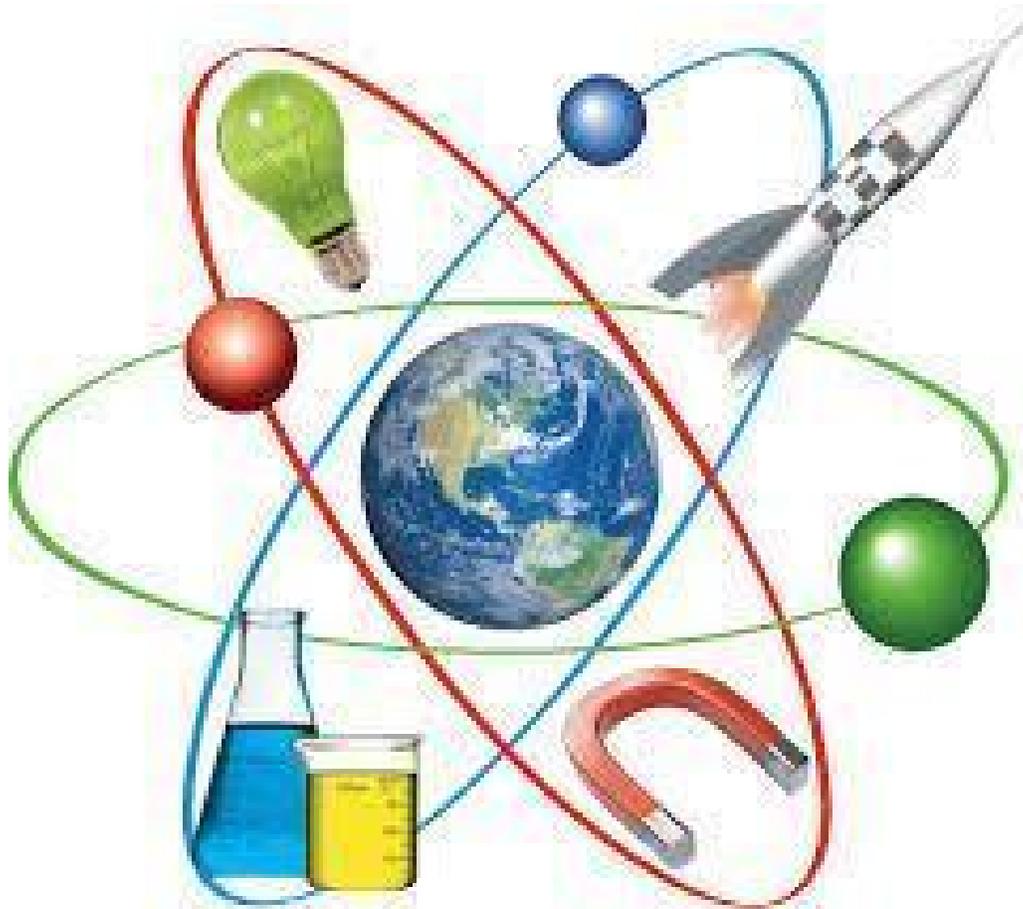
Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the 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:

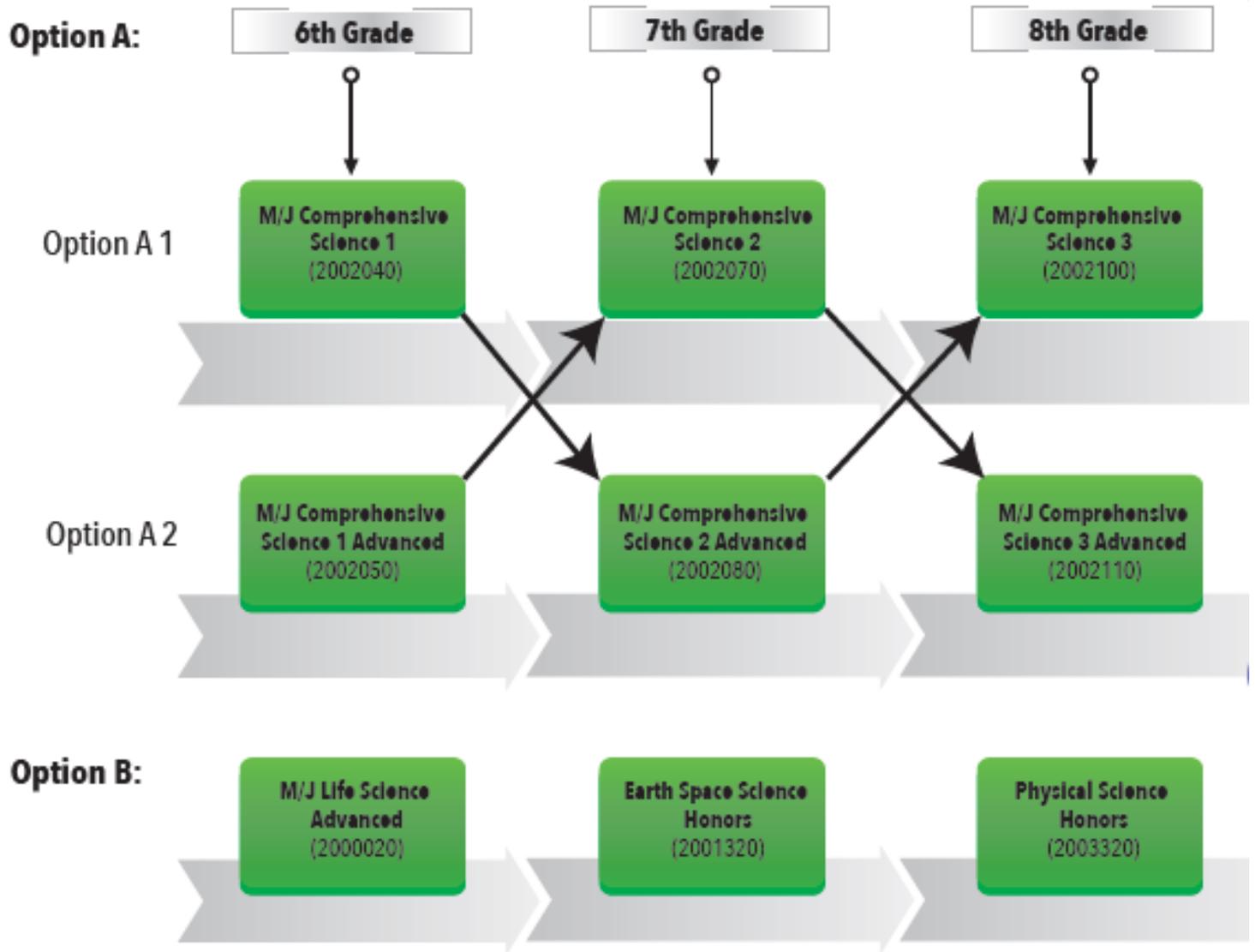
Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents 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

2021-2022 Middle School Science Course Progression



KEY



Indicates that content gaps are not created along this pathway *if the courses are taught based on the course description/expectations.*



Indicates that students transitioning from Option A 1 to Option A 2 and vice versa will not experience gaps in content.

Course Descriptions

M/J Comprehensive Science 1 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 1, Advanced 2002050

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

M/J Life Science, Honors 200020

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

M/J Comprehensive Science 2 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 2, Advanced 2002080

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

Earth Space Science Honors (High School Credit) 20013209

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.

M/J Comprehensive Science 3 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 3, Advanced 2002110

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

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.

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 papers/projects.



Bobcat Electives

Every Bobcat will have two electives from any category.

Performing/Fine Arts	Academic
Band	Spanish (High School levels only)
Chorus	Journalism
Orchestra	Speech & Debate
Keyboard	Creative Writing
Guitar	Student Government
Musical Theater (Prerequisite and audition required)	Agriscience Program (CTE)
2D Art	STEM/Project Lead The Way Program (CTE)
3D Art	Peer Counseling
	Introduction to Arts A/V Technology
	Tech Support Internship

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

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.

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 1, 2, 3

1302040/1302050/1302060

Orchestra 1 is for students who have little or no experience on violin, viola, cello, bass, or harp to 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 focusing 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 demonstrating 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.

Keyboard

Your keyboard placement will be determined by the keyboard director.

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

M/J Keyboard 1, 2, 3

1301030/1301040/1301050

Keyboard 1 is for students with little or no prior experience to develop fundamental piano techniques, learn to read music, apply basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists explore musical creativity in the form of basic arranging and improvisation, and develop analytical listening and problem-solving skills. 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.

Keyboard 2 is for students to build on prior piano experience to develop intermediate piano techniques and skills, and learn music repertoire from various styles and time periods. They explore musical creativity through improvisation and composition, and cultivate analytical listening and critical thinking skills associated with making informed musical decisions. Intermediate-level pianists also learn about the basic tools of music technology through such components as MIDI keyboards. 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.

Keyboard 3 is for students with significant knowledge of piano technique, music literacy, and related musical knowledge to extend their skills through a variety of solo and ensemble literature. Students explore the influence of the piano on performance and composition through history, and develop the skills needed to assess their own and others' piano performances. Advanced middle school pianists investigate familiar, new, and emerging music technology and its connection to keyboards and other sound-generating devices. 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.

Guitar

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.

M/J Guitar II 1301070

Students who completed Guitar I will build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. 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 of the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain musical instructions (e.g. borrow, rent, purchase) from an outside source.

M/J Guitar III 1301080

Students with previous experience strengthen their guitar skills and knowledge, reviewing barre and power chords; adding strumming and finger-picking patterns; playing in 5th position; working with major scales; and building ensemble skills. Guitarists expand their tablature and standard-notation reading skills, add to their knowledge of significant musicians, and explore electric guitars, basses, and amplifiers. 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.

Musical Theater

**A prerequisite of Theater or Chorus is required. Students must audition for this class; placement is determined by the Musical Theater director.

Student's coursework focuses on, but is not limited to, basic acting, basic vocal performance, basic dance/movement, non-dance movement, and staging, which transfer readily to musical theater literature. Students will survey the current trends in musical theater by studying representative literature. Students will explore the unique staging and technical demands of musicals in contrast to non-musical plays. 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.

Creative Art

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.

M/J 3D Studio Art 0101040

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.

Introduction to Arts A/V Technology and Communication (CTE) 8209350

Prerequisite: Student must successfully complete 8260500

Expanding on the overview of the Arts, A/V Technology and Communication career cluster, students are encouraged to expand the terminology, careers, history, required skills, and technologies associated with each pathway in the Arts, A/V Technology and Communication career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills as well as opportunities for hands-on activities.



Academic Electives

Course Descriptions

Spanish I (High School Credit) 07083409

Spanish I 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 (High School Credit) 07083509

Spanish II reinforces the fundamental skills acquired by the students in Spanish I. 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 I. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

M/J Journalism I & II 1006000/1006010

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

The purpose of Journalism I 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. Some activities may be required outside of the school day. The purpose of Journalism II is to enable students to develop 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. Some activities may be required outside of the school day.

M/J Creative Writing 1 1009000

The purpose of this course is to enable students to use writing and language skills for creative expression in a variety of literary forms. Students will write creative pieces in the four modes of writing-poetry, fiction, informational and persuasive/argumentative essays. Emphasis will be on development of a personal writing style. Students will use mentor texts to read and analyze published writers.

M/J Speech & Debate 1 1007000

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

Student Government

****6th Graders 0500010**

****7th Graders 0500020**

****8th Graders 2104010/2104020**

In this course, the curriculum will be centered on three key components: service, student voice, and engagement. Students will help build a climate of caring and tolerance through volunteerism and service to others. They will be partnering with school counselors to create a peer-to-peer mentoring program. They will promote leadership as the voice of the student body and give every student an opportunity to be heard. They will advertise for social campaigns like Anti-Bullying, Red Ribbon Week, and Spirit Week. They will encourage students to become involved in school and community leadership and decision making. They will have the opportunity to run for student council office as well.

M/J Peer Counseling I 1400000

The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for thoughtful planning, peer facilitation, effective communication and making healthy choices.

M/J Peer Counseling II 1400010

The purpose of this course is to enable students to further develop awareness of self and others. Emphasis will be on acquisition of intermediate level skills for thoughtful planning, peer facilitation, effective communication and making healthy choices

Tech Support Internship 0500002

Prerequisite: Application Required

This internship opportunity allows students to learn how to fix common computer issues that students deal with daily, and teaches them real-world work skills such as time management, customer service, and problem solving. In addition, students will work on additional assignments in various technical, internet, coding, and content creation fields. Students should be self-motivated and hard working.

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 8100210/8100110

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 natural resources careers. Students will develop competencies in the areas of agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants and animals, and sources of consumer goods from agriculture. Students will take a more in depth look into plants, animals, natural resources and food science as they learn more about our food system.

Agriscience III 8100310

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/ Project Lead the Way Program (CTE)

In this program, students will engage in rigorous PLTW courses which is a non-profit organization. The PLTW curriculum gives students a chance to identify a challenge, apply their knowledge, find unique solutions and lead their learning in a project based environment. PLTW is designed to include three full years of courses to be started in 6th grade. Each year the student will take a new STEM course. Descriptions of each year are listed below.

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

STEM I (Introduction to Technology and Career Planning) 8600012/8600220

In this course, students will engage in rigorous PLTW courses in Science of Technology and Medical Detectives. Students will participate in both course topics that discuss the impact of technology of yesterday, today and future. Students will apply the concepts of physics, chemistry, and nanotechnology as well as solve medical mysteries through hands-on projects and labs. Activities include making ice cream, construction roller coasters, investigating medical outbreaks, and dissecting sheep brains.

***This course requires a course fee of \$20**

STEM II (Exploration of Engineering Technology) (CTE) 8600052/8600062

In this course, students will engage in rigorous PLTW courses in Design & Modeling and Flight & Space. Students will participate in both course topics that discover the design process and develop an understanding of the influence of creativity and innovation in their lives. Students will also explore the science behind aeronautics and the use of their knowledge to develop, design, build, and test an airfoil.

***This course requires a course fee of \$20**

STEM III (CTE) 8600072/8600095

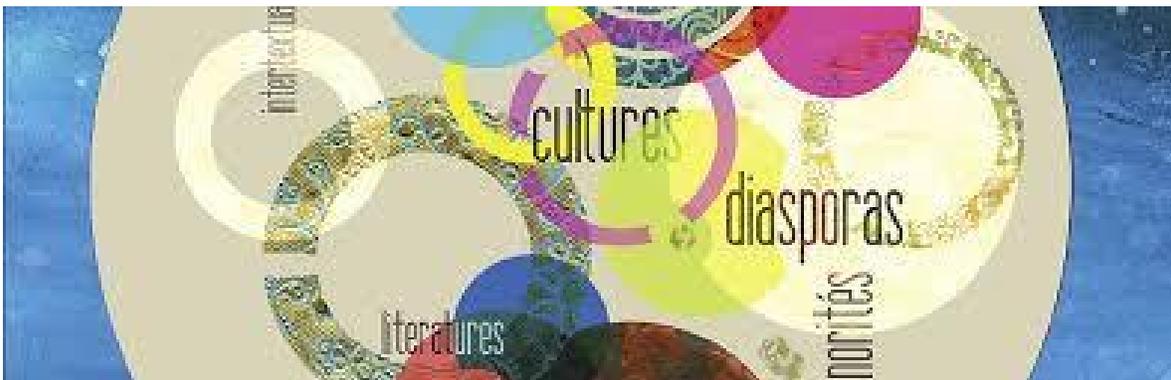
Prerequisite: Student must have successfully completed 8600052

In this course, students will engage in rigorous PLTW courses in Magic of Electrons and Automation & Robotics. Students will participate in both course topics that examine the impact electricity has on the world around them as well as learn about the history and impact of automation and robotics. Students will learn skills in basic circuitry design and explore mechanical systems, energy transfer, machine automation, and computer control systems.

***This course requires a course fee of \$20**



Physical Education and Dance Courses



Grade Level Fitness

This fitness course is designed for middle school students and is intended to be 1 semester 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.

Comprehensive Grade Level Fitness

Grade 6 1508000/1508060

Grade 7 1508070

This course is designed for middle school students and intended to be 1 semester 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. 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.

Outdoor Pursuits Grade 7 1508030

This course is designed for 7th 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 physically active lifestyle.

Grade 7 Team Sports 1508020

This course is designed for 7th grade students and is intended to be 18 weeks in length. 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.

Grade 8 Extreme/ Alternative Sports 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.

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 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.

Dance I 0300000

Students develop dance technique and movement vocabulary in two or more dance forms. Strong emphasis will be placed on learning skill sets through dance combinations and improving flexibility and stamina in a safe dance environment. Body management and body awareness will also be emphasized. Students in this class will need to obtain appropriate footwear and dance attire that is determined by the course instructor.

Dance II 0300010

Prerequisite: Student must have successfully completed 0300000

This course is designed to further expand their knowledge, movement vocabulary, and dance skills in two or more dance forms. Strong emphasis will be placed on mastering skill sets through dance combinations and short routines. Flexibility, strength training, conditioning, and educational gymnastics will also be emphasized in a safe dance environment. Integrating fitness throughout the content is critical to the success of the course. 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. Students in this class will need to obtain appropriate footwear and dance attire that is determined by the course instructor.

