



# 2021-2022 Curriculum Guide

## General Information

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

The student must successfully complete academic courses as follows:

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

## Accelerated Placement

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

## Grading Scale

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

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

## Final Examination

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

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

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

Common Final Exams and Final Examination Grades

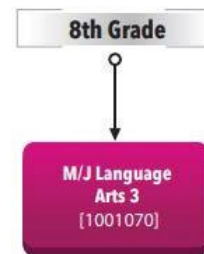
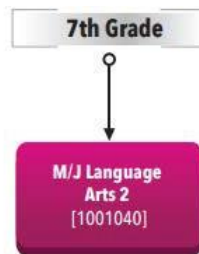
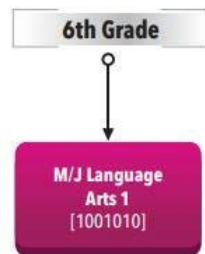
(i) All Common Final Exams must count for 20% of the overall course grade for secondary courses. The Semester 1 and Semester 2 grades will each be 40% of the overall course grade for full year courses. For semester courses, the calculation will be conducted as 80% semester grade and 20% CFE grade. The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



# Language Arts

# English Language Arts Progression Plan

**Option A:**  
Students who  
scored Level 1 or  
2 on most recent  
FSA.



**Recommendations:**

Level 1 students may also be enrolled in an intensive reading course.

**Option B:**  
Students who  
scored a level 3 or  
above on the most  
recent FSA.



# Course Descriptions

## M/J Language Arts I

1001010

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

## M/J Language Arts I,

Advanced 1001020

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

## M/J Language Arts II

1001040

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

## M/J Language Arts II,

Advanced 1001050

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

## M/J Language Arts III

1001070

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

## M/J Language Arts III,

Advanced 1001080

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

### **Advanced Courses:**

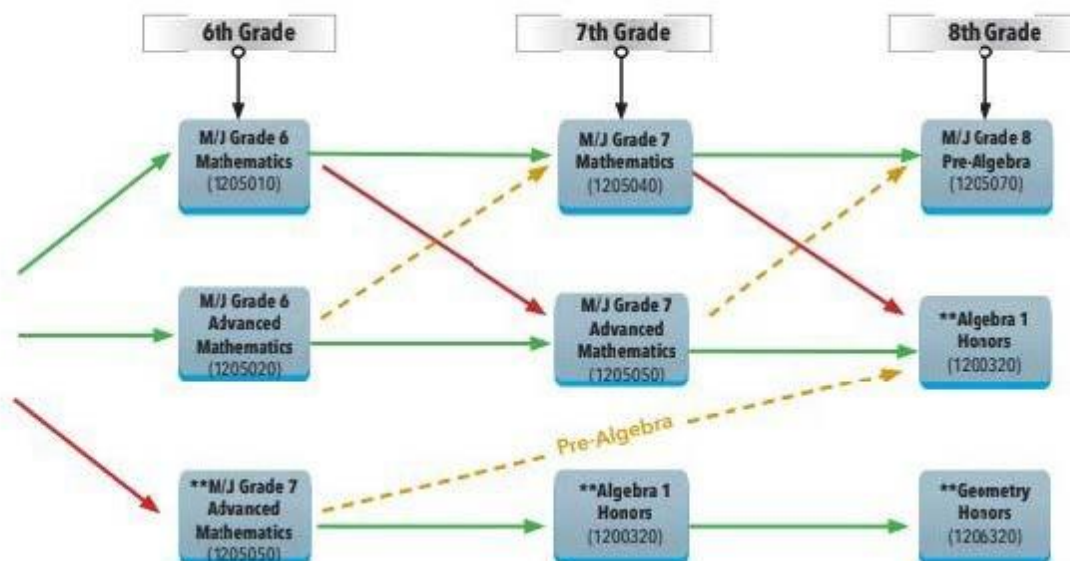
Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing documents and supplementary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



# Mathematics



# Math Progression Plan



**Recommendations:** For students on an accelerated track beginning in 6<sup>th</sup> grade that will take Grade 7 Math Advanced should follow the supports below:

- Summer before entering into 6<sup>th</sup> grade- Complete segment 1 of Grade 6 Math Advanced through OCVS
- Fall of 6<sup>th</sup> grade year- Complete segment 2 of Grade 6 Math Advanced
- Summer before entering 7<sup>th</sup> grade- Complete Segment 2 of Pre-Algebra
- Fall of 7<sup>th</sup> grade year- Complete Segment 1 of Pre-Algebra

*This is to help fill over a year and a half of content gaps created on this pathway.*



# 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 area: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

## M/J Grade 7 Mathematics Advanced 1205050

In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical area: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

## M/J Pre-Algebra 1205070

In Grade 7 or 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

## M/J Intensive Mathematics 1204000A/B/C

In grades 6-8 students scoring a Level 1 or 2 on the prior year FSA Mathematics may be enrolled in an intensive math class. This additional math support class is offered to fill prior grade content gaps while also supporting grade-level instruction.

# High School Level Math Courses

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

## Algebra 1 Honors 1200320

### (High School Credit)

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

## Geometry Honors 1206320

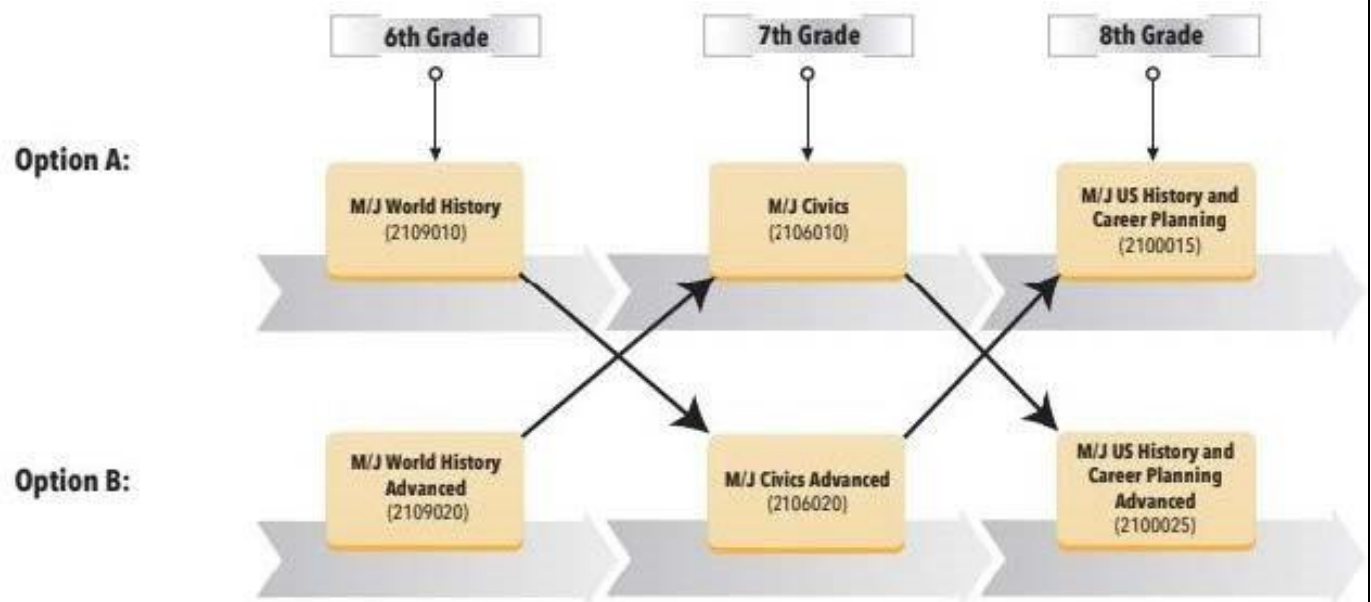
### (High School Credit)

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



# Social Studies

# Social Studies Progression Plan



## KEY



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



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

# 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:**

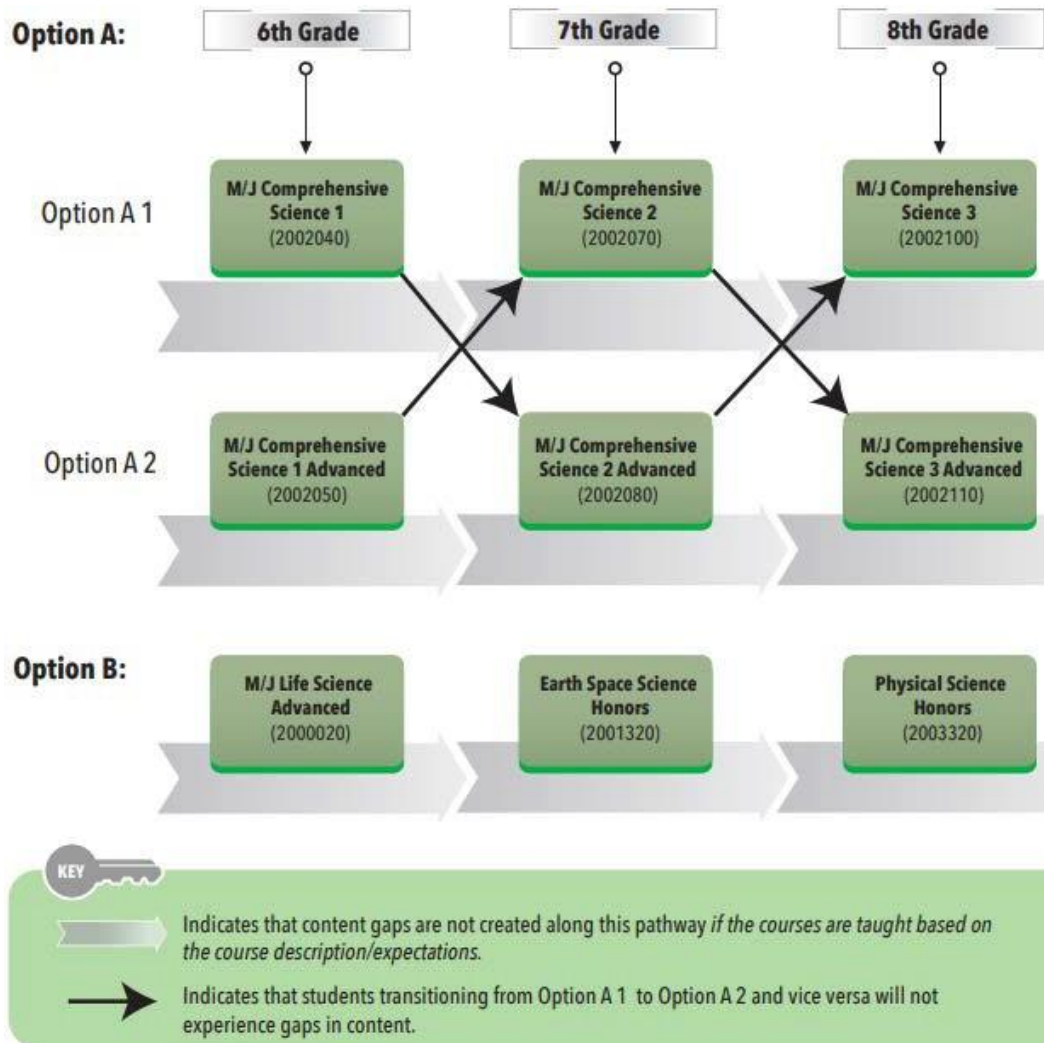
Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents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





# Course Descriptions

## M/J Comprehensive Science I 2002040

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

## M/J Comprehensive Science I, Advanced 2002050

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

## M/J Life Science 2000020

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

## M/J Comprehensive Science II 2002070

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

## M/J Comprehensive Science II, Advanced 2002080

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

## M/J Comprehensive Science III 2002100

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

## M/J Comprehensive Science III, Advanced 2002110

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

### **Advanced Courses:**

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

## Physical Science Honors

### (High School Credit) 2003320

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

## Earth Space Science

### Honors (High School Credit)

### 2001209

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

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

# Lakeview Electives

## Performing/Fine Arts

Concert Band  
Symphonic Band  
Beginning Band  
Jazz Band  
Orchestra 1 & 2  
Chorus  
Vocal Ensemble  
Beginning & Advanced Handbells  
Beginning & Advanced Drama  
2D Art 1, 2, & 3

## Academic

Beginning French  
French 1 & 2  
Beginning Spanish  
Spanish 1 & 2  
Spanish for Spanish Speakers 1 & 2  
AP Spanish  
Language Oral Lab  
Critical Thinking, Problem Solving, and Learning Strategies  
Project Lead The Way (CTE)  
Information & Communications Technology I, II, III (CTE)  
Digital Information Technology (CTE)

### Please Note:

Electives listed above may not be made available each year or may not be available to all grade levels.  
See Course Request Form for grade-level specific details.



## Performing & Fine Arts



# Course Descriptions

## Band

## Chorus

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\*\***

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 Band 1 1302000

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

### M/J Band 2 1302010

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

### M/J Band 3 1302020

See prerequisite Band 2 1302010

### M/J 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.

NOTE: Performing Arts courses may require a fee.

## Orchestra

Your orchestra placement will be determined by the orchestra director.

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

### M/J Orchestra I/II

1302040/1302050

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

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

### M/J Instrumental Ensemble I/II

1302110/1302050

Beginning Handbells is for students with little or no instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. 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.

Advanced Handbells is for students with previous instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

### M/J Theater I/II

0400000/0400010

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

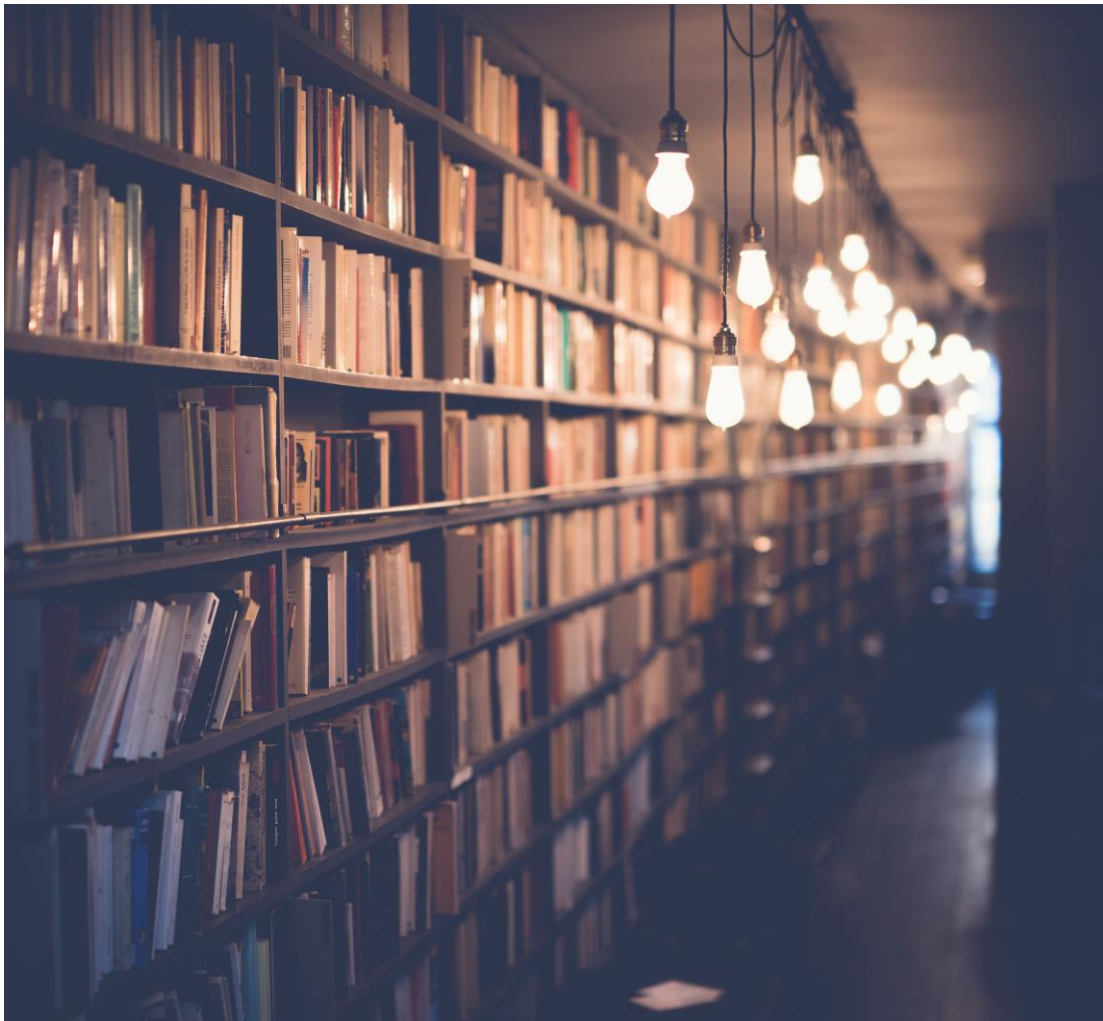
**\*This course may require a fee.**

### M/J 2D Studio Art I/II/III

0101010/

Two-Dimensional Studio Art 1, 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. Two-Dimensional Studio Art 2, students refine techniques used to create a variety of two-dimensional (2-D) artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Investigation of artworks from Western and non-Western cultures provides 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.

Two-Dimensional Studio Art 3, students extend to an advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students proficiently manipulate the structural elements of art with increasing independence to promote creative risk-taking in 2-D artwork. 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.



# Academic Electives



# Course Descriptions

## Beginning Spanish 0708000

M/J Spanish Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

## Spanish for Spanish Speakers I 0709300

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will reflect the cultural values of Spanish language and societies.

## Spanish for Spanish Speakers 2 0709310

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.

## Spanish I 07083409 (High School Credit)

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

## Spanish II 05083509 (High School Credit)

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

## Advanced Placement Spanish Language & Culture 0708400

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

## Beginning French 0701000

M/J French Beginning introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

## French 1 0701320 (High School Credit)

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

## French 2 0701330 (High School Credit)

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

## Information and Communications Technology I (CTE) 9009110

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

## Information and Communications Technology II (CTE) 9009120

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

## Digital Information Technology 8207310

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

## Project Lead The Way (CTE) Introduction to Technology & Career Planning 8600012/8600020

The purpose of this course is to give students an introduction to the areas of technology and to introduce students to the design and problem solving processes using manipulative skills while working cooperatively with others in team activities.

## Project Lead the Way (CTE) Exploration of Aerospace Technology & Career Planning 8600052

The purpose of this course is to give students an opportunity to explore the area of aerospace technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of aerospace technology on our everyday lives.

## Project Lead the Way (CTE) Exploration of Engineering Technology & Career Planning 8600062

The purpose of this course is to give students an opportunity to explore the area of engineering technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of engineering technology on our everyday lives.

## Project Lead the Way (CTE) Exploration of Robotics Technology & Career Planning 8600072

The purpose of this course is to give students an opportunity to explore the area of robotics technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of robotics technology on our everyday lives.

## Project Lead the Way (CTE) Exploration of Electronics Technology & Career Planning 8600095

The purpose of this course is to give students an opportunity to explore the area of electronics technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of electronics technology on our everyday lives.

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

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

## M/J Intensive Math 120400A/B/C

The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice if the student requires more than intensive instruction within the regular mathematics course. This additional math support class is offered to fill prior grade content gaps while also supporting grade-level instruction.

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

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

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

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

## Learning Strategies 7863090XY

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.



# Physical Education Courses

# Course Descriptions

## M/J Fitness- 6th Grade 1508000

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

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

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

## M/J Fitness- Grade 7 1508020

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

## M/J Comprehensive PE- Grade 7 1508070

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

## M/J Extreme Sports- Grade 8 1508040

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

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

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

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

