

Granite School District

Junior High School

Student Manual

2021-2022

*Board of Education
Administration
Forward*

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Foreword

This manual represents the basic framework and purposes of the junior high school program, including policies and procedures, the required program of studies, and the course descriptions.

Attending junior high school is an extremely important experience for students as they move from an elementary setting into a secondary program. Because it is designed for students, parents, and school personnel to consult as they plan the best educational schedules, this manual should be retained for reference during all years that the student is enrolled at the junior high school.

This handbook constitutes the official junior high school program of the Granite School District.

Dr. Martin W. Bates
 Superintendent of Schools

Granite School District Junior High Schools

Bennion Junior High School 385-646-5114
6055 South 2700 West..... Taylorsville, Utah 84129-5134

Bonneville Junior High School 385-646-5124
5330 South 1660 East..... Holladay, Utah 84117-7419

Churchill Junior High School..... 385-646-5144
3450 East Oakview Drive Salt Lake City, Utah 84124-3242

Eisenhower Junior High School 385-646-5154
4351 South Redwood Road.....Taylorsville, Utah 84123-2221

Evergreen Junior High School 385-646-5164
3401 South 2000 East..... Salt Lake City, Utah 84109-2934

Granite Park Jr. High School 385-646-5174
3031 South 200 East..... Salt Lake City, Utah 84115-3862

Hunter Junior High School..... 385-646-5184
6131 West 3785 South..... West Valley City, Utah 84128-2546

Jefferson Junior High School..... 385-646-5194
5850 South 5600 West.....Kearns, Utah 84118-7957

Kearns Junior High School 385-646-5204
4040 West 5305 South..... Kearns, Utah 84118-4326

Kennedy Junior High School 385-646-5214
4495 South 4800 West..... West Valley City, Utah 84120-5927

Matheson Junior High School..... 385-646-5290
3650 South 7730 West..... Magna, Utah 84044-2522

Olympus Junior High School 385-646-5224
2217 East 4800 South.....Holladay, Utah 84117-5395

Valley Junior High School 385-646-5234
4195 South 3200 West..... West Valley City, Utah 84119-5128

Wasatch Junior High School 385-646-5244
3750 South 3100 East..... Salt Lake City, Utah 84109-3719

West Lake Junior High School 385-646-5254
3400 South 3450 West.....West Valley City, Utah 84119-2528

Planning for Junior High School

How do students learn about the junior high school program?

During the second semester of the sixth grade, representatives from junior high schools visit elementary schools and provide students and teachers with information and registration materials. In consultation with parents, teachers, and school counselors, students complete registration forms which are returned to the junior high school. Prior to the opening of school, the new seventh graders and their parents are usually invited to participate in an orientation program at the school their student will attend.

During the first few weeks of school, students should study this manual to become better acquainted with the school and with district policies and procedures.

From whom can students expect help?

Students can ask both teachers and counselors for advice. Since teachers are involved closely with students every day, they are in a position to answer many questions about registration. Also counselors are trained to advise students about planning. They can be asked for help about both educational and personal problems.

What opportunities do students have for participation in social activities and student government?

Students can develop their personalities and enhance their self-esteem by participating in a wide range of activities. School constitutions list requirements for seeking leadership positions. Students should plan well in advance of deadlines to meet such eligibility standards.

How can parents help? Parents can assist students by:

- Becoming acquainted with the school their children attend;
- Studying and discussing the contents of this manual;
- Participating in the parent-teacher association;
- Attending back-to-school night, parent-teacher consultations, and related school activities;
- Engaging in frequent family discussions about school activities, class offerings, and the meaning of total school experiences;
- Helping their children formulate individual plans of scholastic and career goals; and
- Attending College and Career Readiness Planning meetings (CCR-Plan: SEE SAMPLE BELOW).

Purposes of Junior High School Education

The seventh and eighth grades are designed for the special needs of early adolescence. In addition to planning curriculum and activity programs, the junior high schools are environments of concern, caring, and nurturing. The junior high school program stresses emotional and social growth as well as excellence in academic and physical growth.

Granite School District junior high schools are designed to:

- Maintain a strong program of instruction in the basic subject area;
- Offer a variety of choices and decision-making experiences;
- Encourage students to participate in a wide variety of school-related experiences;
- Ensure that the curriculum is particularly sensitive to the need for learning experiences which accommodate the change from concrete to abstract reasoning which is a natural part of human development and which generally occurs during early adolescence; provide ways to accommodate the vast differences that exist among junior high school aged students;
- Respond to a youngster's changing need for socialization and independence and provide means for its expression;
- Set up policies that will promote learning, understanding and the acceptance of authority;
- Provide legitimate means for the action orientation of junior high school students, including an opportunity for physical activity;
- Encourage students to pursue special interests;
- Provide a wide range of co-curricular and extra-curricular activities with emphasis on participation;
- Find ways to get the students into the community and to bring the community into the school;
- Accept the reality that errors and mistakes will be a natural part of the growth process;
- Provide developmental guidance and counseling as an essential part of the program;
- Provide regular evaluation of the total program's effectiveness.

General Information

Study at School and at Home

Many class periods include supervised study times, which are devoted to learning both the subject matter, content, and study techniques. During these periods, students should learn how to study independently by developing simple techniques to help them acquire good, permanent study habits.

Homework is the preparation of work to be completed outside the classroom. It should be assigned in such a way as to ensure student growth and to reinforce, supplement and compliment learning that takes place in the classroom. The assignment of homework is an important part of the instructional program. It should provide opportunities for each student to achieve at his/her potential. Because some students occasionally need additional time to complete assigned work and because assignments may be either long term or short term, work may pile up at certain times even though teachers remember that students need to prepare for several classes. The amount of time a student spends in completing a homework assignment should expand his/her potential and correspond with his/her ability. However approximately two hours spent each day should be considered a guideline. Careful consideration should be given not only to the amount but also to the nature and purpose of the work assigned.

Students are advised that when the homework requirements seem to be consistently beyond a reasonable level, a conference concerning study habits and school assignments should be scheduled with counselors, homeroom teachers and subject instructors. If a student effectively uses supervised study time in class and follows through with the necessary amount of homework on weeknights, it is reasonable to assume that weekends can be free for family activities. As a general rule, assignments made on Friday are not due on the following Monday.

Students who are serious about applying for scholarships in the twelfth grade must recognize the need to spend more time studying outside of school. Each additional year of school progressively demands more intensified study.

School Lunch Program and Lunch Time Regulations

Each week students may purchase lunch tickets for well-balanced, reasonably priced meals, prepared by trained cooks at the central kitchen and served daily in each of the junior high schools. If students do not choose to buy the school lunch, they may bring a lunch from home and eat it in a place made available in the school. Students are required to stay on the school grounds during the lunch period unless specific school policies allow off-campus activities.

Special Education

Special Education services are provided for junior high school students who are determined to have a disability in compliance with the Individuals with Disabilities Education Act that adversely affects their educational performance and who need special education and related services. Special Education services will be provided in the least restrictive environment with a focus on access to and progress in the general curriculum.

School Safety Policy

For the safety of students, staff, and visitors to our schools, the Granite Board of Education has a strict "School Safety" policy. It provides guidelines for dealing with disruptive incidents at school and at student activities. The intent of the policy is to give all students the right to attend school and school-sponsored activities without undue concern for their physical safety.

The School Safety policy establishes penalties and procedures for:

- any threat or act of violence
- possession of a real weapon, explosive, noxious or flammable material
- actual or threatened use of look-alike weapons
- any form of organized gang activity
- any type of criminal behavior
- destruction or defacement of school property
- conduct at locations away from the school that threatens or does harm to the school or persons associated with the school

For those students who choose unsafe behavior, consequences may include but not be limited to:

- mandatory parent/guardian conference at school and/or district offices
- suspension from school
- referral to law enforcement
- placement in alternative educational programs
- severe consequences may be imposed for any incident involving weapons
- other consequences and action steps appropriate for the specific circumstance

Progress Reports to Students and Parents

Students receive report cards four times during the year. The report card will indicate the grade earned in both subject achievement and citizenship. When it is evident that a student is failing a class, the teacher will contact the parent or guardian. Along with pluses and minuses, grades are recorded as A, B, C, D, I (Incomplete) and F, representing levels of achievement. An incomplete grade must be made up before the end of the following term or it automatically becomes an "F." An "F" indicates that the student did not meet the achievement standards of the class. The grade becomes a part of the student's permanent school record. Whether or not a student will be required to repeat a class depends upon the recommendations of school officials after consultation with parents.

Whenever necessary, teachers should arrange parent conferences to discuss student progress. Parents also may request conferences with teachers during the teachers' consultation periods; parents are, however, encouraged to visit the schools at any time.

Insurance Information

The Granite School District attempts to protect students from injury by eliminating physical hazards and by installing school equipment that meets accepted safety standards. The schools, however, do not carry insurance to cover medical or hospital costs in case of accident. Accident insurance is required of students who desire to participate in activities where risk is involved.

Dress and Appearance

Though dress and hairstyles are personal matters, it is the position of the Granite School District that students be dressed in a clean, modest and appropriate manner at school. When dress or hairstyles become as extreme to be disruptive to the educational process or beyond the bounds of good taste; appropriate action on an individual basis will be taken.

Any apparel, jewelry, accessory, manner of dress or grooming which may denote gang involvement or that advertises or advocates drug/alcohol use or that has obscene or questionable printing on it will not be permitted in Granite District schools.

Bullying Prevention

The Board of Education recognizes that school bullying, hazing, harassment and intimidation greatly reduce a student's or an employee's ability to achieve. In addition, bullying, hazing, harassment and intimidation can directly affect a student's or an employee's health and well-being, contributing to negative consequences in both academic and personal areas. purpose of this policy is to stop and prevent bullying, hazing, harassment, and intimidation in district schools.

Granite School District has implemented a variety of programs to address and prevent bullying and hazing in our schools. Click here to see a complete list of programs: http://www.graniteschools.org/psp/prevent_bullying_schools/

To see the complete Board Policy (Article VIII.B.9. Prohibition of Bullying and Hazing) click here: www.graniteschools.org/psp/wp.../Bullying-and-Hazing-Policy.pdf

The Board recognizes the hazards of illegal drug use and, in agreement with state and federal laws, prohibits the illegal use, possession, distribution, sale or being under the influence of alcohol, controlled substances or intoxicants of any kind by students. Violations also include student use, possession, distribution or sale of drug paraphernalia, imitation controlled substances, or resorting where illegal drugs are being used or possessed.

This policy covers all Granite District schools, school grounds, school sanctioned activities and when students are being transported in vehicles dispatched by Granite District. Several programs have been created to prevent and address drug and alcohol use. Click here to see a list of the programs in Granite: <http://www.graniteschools.org/psp/drug-alcohol-prevention/>

Safe and Drug Free Schools program: <http://www.graniteschools.org/psp/safe-schools-program/>

To see a complete version of this policy click here: www.graniteschools.org/.../VIII.B.7.-Student-Alcohol-and-Drug-Policy.pdf

Citizenship

Developing good citizenship skills is vital for junior high school students. Teaching and modeling appropriate citizenship behavior are considered important aspects of an educational program. To be successful in society, students must learn how to effectively relate with other people. Students who fail to establish good habits while they are young find success difficult to achieve as they function as adults.

Students are expected to be respectful to others, attend school regularly, be on time to their classes and treat the faculty with respect. Good behavior in class is expected and should be consistent with each teacher's expectations. The use of vile or profane language has no place on a school campus. The use of drugs and alcohol will not be tolerated.

Junior high school should be a rewarding experience for students. All of those working at the school are interested in helping students reach their full potential. Beginning in the ninth grade, citizenship credit will be tabulated to meet senior high graduation requirements.

Truancy Intervention Policy

The mission of the Granite School District is to prepare every student with the knowledge and skills needed for lifelong success in a changing world. Students who are excessively absent from school are not able to accomplish their educational goals. The Utah Compulsory Attendance Law (Utah Code 53A-11-105) holds parents and students responsible for regular school attendance.

Occasionally a student must be absent from school for reasons that are acceptable to the school and the court, such as illness, medical appointments, family emergencies, or the death of a family member or close friend. Parents must send a note to school explaining the reason for the absence on the first day the student returns to school. The chart below summarizes action when truancy or excessive absence interferes with student learning.

Five (5) days of unexcused absence	<ul style="list-style-type: none"> • 1st Habitual Truancy notice sent • GSD Attendance Policy (reminder) • Requested parental assistance • Information regarding consequences for further truancy • Truancy tracking begins
Ten (10) days of unexcused absence	<ul style="list-style-type: none"> • 2nd Habitual Truancy notice sent • Requested parental assistance • Medical verification form provided • Information regarding consequences for further truancy • Mandatory Pre-Court hearing scheduled • Truancy tracking continues
Fifteen (15) days of unexcused absence	<ul style="list-style-type: none"> • Request for Juvenile Court action (grades 7-12)
Seven (7) days of excused absence within a school year. (Parent/legal guardian can excuse a student 7 days per year for any reason. After the 7 days have been met or exceeded, the school may request a Doctor's note for future absences.)	<ul style="list-style-type: none"> • Doctor's excuse form required for future absences

Enrollment Options/School Choice Program

The Enrollment Options Program as established by state law provides an opportunity for students to attend a school other than their home school. Students/parents must complete the appropriate application form available at the schools.

1. General guidelines concerning this program that are applicable to ALL applicants at ALL times are:
 - a. Each application will be screened on an individual basis based on available space by building, grade, class or program.
 - b. A one-time, non-refundable \$5.00 processing fee payable to the requested school may be charged.
 - c. Parents/students are responsible for their own transportation to and from school.
 - d. Utah High School Activities Association guidelines/policies will be followed for students who want to participate in interscholastic competitions.
2. There are two application periods:
 - a. The "WINDOW" period begins December 1 and continues through the 3rd Friday in February. An application is submitted at the requested school and does not need a release from the home school or district.
 - b. The "SPECIAL NEED" period begins after the 3rd Friday of February for the forthcoming school year and anytime during the current school year. A request at this time requires a release from the home school as well as approval of the school where enrollment is sought.

School Activities

Activities will be planned by the principal, teachers, and the student body leaders. Activities will be held at the school. Most of these activities will occur during school time although some may be held after school or during the evening.

Three dances or parties may be held each year for 1 to 1 1/2 hours in the afternoon. These events must conclude no more than two hours beyond the normal closing time of school.

The approval of the principal is necessary for all student activities. When students from one school participate on teams or programs held at another school, only the home student body will be allowed to attend.

Drugs and Intoxicants

Utah law and Granite Board of Education policy prohibits the illegal use, possession, distribution, sale or being under the influence of alcohol, controlled substances or intoxicants of any kind by students in all Granite District schools. Students will not resort, possess, use, distribute or sell any controlled substance (drugs, alcohol, paraphernalia, etc.) at school or within 1000 feet of any public school during school hours, on school grounds, on the way to and from school, when students are being transported in school or private vehicles or at school sanctioned activities.

Students found to be in violation of the policy are subject to disciplinary actions that include: suspension, law enforcement referral, parent/guardian conference, district education and counseling programs, suspension or exclusion from extracurricular activities, and may include referral to the Student Services Office, change of school, and/or removal from the regular school program, depending on the severity of offense and the number of violations. Selling and distribution will result in immediate removal from the regular school program. Sales of prohibited illegal substances by Granite School District students in locations away from the school that impact or do harm to persons associated with the school will subject the student(s) involved to disciplinary action regardless of time or place of the incident.

Several programs have been created to prevent and address drug and alcohol use. Click here to see a list of the programs in Granite: <http://www.graniteschools.org/psp/drug-alcohol-prevention/>

Safe and Drug Free Schools program: <http://www.graniteschools.org/psp/safe-schools-program/>

To see a complete version of this policy click here: www.graniteschools.org/.../VIII.B.7.-Student-Alcohol-and-Drug-Policy.pdf

Lockers: Care of Personal Belongings

Granite School District provides lockers where students can store their personal belongings. Each student is required to keep lockers orderly and clean and will be held liable for damage and accountable for its contents.

Because a locker is school property and available to a student on a "loan" basis, lockers are legally subject to inspection and search. (The District assumes no responsibility for damage or loss of personal property.)

School Property

Students are encouraged to be careful and prudent in the use of school equipment, books, and facilities. Students should understand that if they lose, damage, deface or destroy school property, they will be held liable.

Telephones

Students will not be called from class to answer telephone calls. In the event of an emergency, parents should call directly to the school counselor, assistant principal or the principal.

Student Support/College and Career Readiness

The Granite School District Board of Education's Charge & Responsibility: Students will leave us prepared for college, career and life in the 21st century world.

High school is a time to set goals, make decisions, and get ready for college, career, and life. We want all students to commit to graduate from high school ready for their personal college, career, and life goals. Supports are in place to help junior high students plan and prepare for high school graduation and beyond. Students and parents meet with their school counselors in a College and Career Readiness Planning meeting (CCR-Plan).

School counselors are the people in our schools who have all of the information students need for choosing the best classes, mapping out proper sequencing of classes, and developing student plans for college and career. School counselors are anxious to meet with each student assigned to them to explore all of the options and opportunities available (on-line courses, Granite Technical Institute (GTI), early college, credit recovery, and more). College and career readiness activities like career days, Reality Town, field trips to college campuses, and other career exploration activities are provided by school counselors.

Student Support teams are also available at each junior high school. These team members, counselors, psychologists and/or social workers, can identify additional supports (academic, emotional, behavioral) for students and their families. Students and parents needing additional supports should contact a counselor.

Suspensions and Expulsions

It is each student's responsibility to know the rules of the school and behave in accordance with those rules. Students who fail to do so are subject to disciplinary action, which may include suspension, and in certain cases expulsion.

Suspension may result when:

1. A student violates established school rules and policy.
2. A student violates the school safety, drug/alcohol or sexual harassment policies of Granite School District.
3. A student's behavior or conduct disrupts normal school proceedings to the extent that it disrupts the ongoing educational process of the school.
4. A student willfully and knowingly destroys property, or threatens to do so.
- 5.

If a student is to be suspended he/she is entitled to the following rights of due process:

1. The student must have had reasonable opportunity to be informed of the rules and policies of the school.
2. The student must be advised of the violation(s) against him/her that may be the basis for suspension and be given an opportunity to explain his/her version of the incident and respond to the allegations.
3. The parent/guardian of the suspended student must be given prompt written or verbal notice of the suspension and the reason for the action.

During the period of suspension the school shall maintain the student on its membership rolls and count him/her as absent. The school shall also make provisions for homework to be provided during the period of suspension.

If a student is suspended to the District Office on a Safe School Referral, the services offered to the student are different than when they are suspended at the school level. The student suspended on a Safe School Violation is suspended from all services and activities, including receiving homework, until the referral is processed by the Safe School Screening Committee.

Expulsion from the school may result when a student has engaged in very serious or extreme behaviors. An expulsion for a minimum period of one calendar year may be imposed for any student who brings a firearm to school or is in possession of a firearm at the school or any school activity.

In-School Alternative Programs

In-School Alternative programs are specifically designed to meet the needs of students who are experiencing difficulty within the regular school structure. Generally these students have demonstrated poor attendance and/or the inability to relate appropriately with teachers and peers. For this reason, in-school alternative programs focus on providing both structure and natural consequences. Program goals are centered on the following: **1)** increasing school attendance; **2)** promoting a sense of self-discipline and responsibility; **3)** improving school performance; **4)** promoting positive attitudes toward school; and **5)** fostering a sense of accomplishment and self-esteem.

Policy Prohibiting Sexual Harassment

The purpose of this policy is to assure a learning environment that is free from sexual harassment and is in compliance with state and federal law. Each school should provide a safe, orderly environment where students, staff, parents and all other people are treated with courtesy and respect.

Any form of sexual harassment by staff or students is prohibited. This includes: any verbal, written, or physical conduct of a sexual nature, which interferes with any individual's work or academic performance or creates an intimidating, hostile, or offensive work environment. Any suggestion, request, demand, or pressure for sexual involvement, accompanied by implied or explicit threat concerning one's grades, extracurricular standing, job, etc., is prohibited. Sexual harassment may include, but is not limited to, the following:

- derogatory, demeaning, or offensive jokes, teasing, or comments of a sexual nature
- graphic remarks or sexual comments about an individual's body
- sexually suggestive or obscene telephone calls, letters, notes, or invitations
- sexually suggestive or obscene pictures, cartoons, posters, or objects
- grabbing, pinching, or touching of private areas
- deliberate cornering, shouldering, or bumping in hallways
- sexual gestures, unwanted pats or hugs, any inappropriate or unwanted touching
- any form of sexual threat, intimidation, or exploitation
- actual or attempted sexual assault, molestation, or rape
- sexist remarks or gender-based stereotyping
- offensive physical pranks, such as pantsing of students

Sexual harassment by students must be reported to the principal for immediate investigation. Sexual harassment involving staff must be reported to Granite District's Equity Officer. Parents of any student involved must be informed immediately. Following a thorough investigation, students or staff members who have violated this policy may face suspension, expulsion, alternative placement, or other appropriate legal or school consequences.

It is policy of Granite School District to maintain a learning and working environment that is free from sexual harassment. Granite School District prohibits any form of sexual harassment. The District will train staff and students appropriately, and will take appropriate disciplinary action including warning, suspension, or termination, to prevent the occurrence or recurrence of sexual harassment. It shall be a violation of this policy for any student or employee of Granite School District to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy.

To see the complete version of this policy click here: www.graniteschools.org/.../V.C.-1.-Policy-Prohibiting-Sexual-Harassment.pdf

Immunization

In accordance with Utah State law, all students enrolled in Granite District schools must present evidence of required immunization.

Notice of Transfer

A transfer form is issued to all secondary students who withdraw from school. This form will be required for registration in a receiving Granite District school.

Grading and Grade Interpretation

- a. No grade will be indicated for students who withdraw on the first day of the term.
- b. Pass/Fail progress grades will be awarded to students who withdraw during days 2-10 of the term.
- c. PROGRESS GRADES (A-F) will be awarded to students who withdraw during days 11-35 of the term. Students who attend 35 days or less at their previous school will be awarded final grades based on their progress grades and performance in their new classes. (This final grading will be based on the receiving school's ability to match the previous school's classes; otherwise, the transfer grade may be awarded.)
- d. GRADES/CREDIT (A-F) will be awarded to students who withdraw from day 36 to the end of the term. The new school will award the grades/credit once it has been verified by receipt of records from the previous school.
- e. Citizenship grades will be awarded by the same standard as academics.

Transfer Credits

1. Transcripts from US schools posting credit on a 0 to 4.0 scale will have their credit evaluated by direct comparison to Granite School District Course offerings.
2. Transcripts from foreign schools will be evaluated as follows:
 - a. The transcript or other original document from the transferring institution must reflect the total educational experience.
 - b. This document will be evaluated against the NCAA Guide to International Academic Standards for Athletics Eligibility. Major universities use this standard to evaluate transcripts from hundreds of countries in the world.
3. A letter on the transferring institution's letterhead certified by an officer of the institution which provides a conversion scale from that institution's grading structure to the United States 4.0 grade scale.
4. If the original document meets the NCAA standard as a Category One or a Category Two document and the conversion scale is provided as required, the grades will be converted by the receiving school. Otherwise, the credits will be transferred and given a "Pass/Fail" indicator. In case the parent or student desires a grade evaluation without the specified document the parent would submit the transcript to the International Education Research Foundation (IERF) at ierf.org. This is the procedure used by major universities to arbitrate grade conversion or ambiguous situations.

Compliance with Federal Regulations

Granite School District does not discriminate on the basis of disability, gender, race, color, national origin, religion, or age in its dealings with employees, students, the general public, applicants for employment, educational programs, activities, or access to its facilities. Information may be requested or complaints filed through the following departments located at the:

**Granite Education Center
2500 South Street
Salt Lake City, Utah 84115 385-646-5000**

Discrimination on the basis of disability

- (a) Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) and its implementing regulations (34 C.F.R. part 104), Director of School Services.
- (b) Title II of the Americans with Disabilities Act (42 U.S.C. §§12131 - 12134) and its implementing regulations (28 C.F.R. Part 35), Director of Human Resources.

Discrimination on the basis of gender

Title IX of the Education Amendments of 1972 (20 U.S.C. §1681) and its implementing regulations (34 C.F.R. Part 106), Director of School Services.

Discrimination on the basis of race, color, or national origin

Title VI of the Civil Rights Act of 1964 (42 U.S.C. §2000(d)) and its implementing regulations (34 C.F.R. part 100), Director of Education Equity.

Discrimination on the basis of age

The Age Discrimination Act of 1975 (29 U.S.C. §631) and its implementing regulations (34 C.F.R. part 110), Director of Human Resources.

Employment Discrimination

Title VII of the Civil Rights Act of 1964 (42 U.S.C. §2000(e)), Director of Human Resources.

Prescribed Program of Studies

Subject	# of Semesters
7th Grade	
English/Language Arts	2
Utah Studies	1
Mathematics	2
Seventh Grade Integrated Science	2
Physical Education	1
Career & Technical Education (CTE- INTRO)	2
World Language	2
Recommended for students reading on or above grade level	
Reading Fundamentals 4160	2
Is required for students reading more than 3 years below grade level	
Developmental Reading 4200 recommended for students reading 2-3 years below grade level	1-2
8th Grade	
English Language Arts	2
U.S. History	2
Mathematics	2
Eighth Grade Integrated Science	2
Physical Education	1
Health	1

World Language Recommended continuation for 7th grade students or recommended commencement for students who were reading below grade level in 7th grade	2
either 7th or 8th grade	
Visual Art	1
Music	1

Other semester classes totaling the possible 28 semesters will be earned with scheduled electives as the SEOP (Student Education Occupational Plan) dictates.

The Junior High School Course of Study

The following pages outline the subjects included in the junior high curriculum. The required subjects are courses of instruction, which every student must take. These courses satisfy the requirements as established by the State Board of Education and the Granite School District Board of Education. Elective subjects are courses of instruction, which the student may select from a variety of course offerings provided in the curriculum. (When enrollments are unusually small, some of the courses may not be offered.)

Career & Technical Education

Career & Technical Education (CTE) consists of 13 Cluster areas with pathways that fall under the clusters. Clusters include: 1) Agriculture, Food & Natural Resources, 2) Architecture & Construction, 3) Arts, Audio/Visual Technology and Communications, 4) Business, Finance & Marketing, 5) Computer Science & Information Technology, 6) Education & Training, 7) Engineering & Technology, 8) Health Sciences, 9) Hospitality & Tourism, 10) Human Services, 11) Law, Public Safety, Corrections & Security, 12) Manufacturing, and 13) Transportation, Distribution & Logistics. Each cluster and the pathways that fall under the cluster are directly tied to industry. Students who choose to become concentrators and/or completers in a high school pathway develop skills that lead to entry-level employment and/or college/university programs of study. Career Pathways often include industry certification testing and work-based learning opportunities such as clinical experiences, internships and apprenticeships. Students should choose a pathway based on interest and areas of talent. All pathways offered in Granite School District can lead to high pay in high-demand industries.

Junior High CTE courses provide opportunities for students to explore the different pathways and clusters described above. A one-year (2 semester) Career & Technical Education course is required for all 8th grade students. The College and Career Awareness (CCA) core program is the required 8th grade course for this credit. Digital Literacy, a one semester course, is also required. Other CTE courses found in grades 6th-8th offer students an opportunity to build basic skills and explore pathways that can become part of their high school College and Career Readiness Plan.

Core Requirements

College and Career Awareness (Grade 8) Year, Semester
706500; 706501, 706502,
706507

College and Career Awareness is a core one credit requirement for 8th grade students. The College and Career Awareness course is designed to increase awareness of college and career pathways through simulations and project-based experiences. The College and Career Awareness course explores high school, college, and career options based on individual student interests, abilities, and skills. Students will investigate high-skill and/or in-demand jobs in the Utah labor market while developing workplace skills. This year-long course is taught by a team of Career and Technical Education teachers and school counselors.

Digital Literacy (Grades 7 or 8) Semester
706571, 706578, 706579 (Q)

This course is an introduction to computer literacy. Students will have opportunities to use technology and develop skills that encourage creativity, critical thinking, productivity, and collaboration in the classroom and day-to-day life. Skills will be demonstrated by creating a project for a different content area. This course is aligned with national and international standards and the Utah Core to prepare students across multiple levels of skills. Students will complete this course with a prerequisite to move into the high school Digital Studies course(s).

Career and Technical Education Elective Courses

Construction Technology (Grade 8) Semester
706901

This activity-oriented course explores the technology of the construction industry and related careers. Instructional units include hand-tool and machine processes; CAD and architectural design; building codes, permits and licenses; electrical, plumbing and heating systems; and the construction of houses, bridges, towers, and other structures. The application of math, science, and English concepts are also an important goal of this course.

Creative Coding (Grades 6-8)
Semester 706621, 706629 (Q)

This course supports students in the use of computational thinking as a problem-solving tool. Students will address issues relevant to them and the world around them. The course focuses on active learning concepts such as data representation, algorithms, and problem solving. Students will have the opportunity to explore careers that use computing and technology.

Engineering Technology (Grade 8)

Semester

706821, 706829 (Q)

A foundational engineering design course that introduces basic problem-solving and documentation skills. Students will learn the engineering design method. Various aspects of engineering will be explored along with technology's environmental, societal, political, and economic impacts on our world. By utilizing problem-solving skills, students will develop essential abilities and attitudes that will in turn expand their occupational opportunities in the world of engineering.

Exploring Business & Marketing (Grade 8) Semester

706601, 706609 (Q)

Students will be exposed to the fundamental concepts of business and marketing. Skills include basic business concepts, organizational communication, human resources management, entrepreneurship, accounting, finance, and leadership. Students will explore courses within the Business and Marketing career pathways to define areas of interest.

Exploring Technology (Grades 7-8)

Semester 706801, 706809 (Q), 706811

This course is a comprehensive, hands-on course that introduces students to technology, applications of technology, and the impact of technology on society. Students will develop problem-solving skills, improve awareness for College and Career Readiness (CCR), and build understanding of the relationship between science, technology, engineering, and math (STEM). Emphasis is placed on broad exploration in cooperative activities rather than individual skill development and projects. Students will explore engineering and at least three of the following seven technology areas: 1) agriculture & biotechnology, 2) construction, 3) energy and power, 4) information and communication, 5) manufacturing, 6) medical, and 7) transportation.

FCS Exploration (Grade 6 - 8) Semester

706701, 706609 (Q)

This course is a general elective course to introduce students to career and life literacy skills in all areas of Family and Consumer Sciences. Students will receive instruction in career exploration, nutrition and food preparation, family life, childcare, interpersonal relationships, housing and interior design, sewing production and fashion, consumerism, and career-related tasks. Careers in the Family and Consumer Sciences CTE pathways will be explored. This course does not qualify for CTE credit.

FCS Exploration A (Grades 6-8)

Semester 706711, 706719

This course provides students the opportunity to develop essential skills in the various career pathways related to Family and Consumer Sciences (FCS). Students will explore and cultivate skills in interior design, clothing and textile construction, fashion design and merchandising, consumerism, entrepreneurship and career and job-related tasks. *Student leadership (FCCLA) could be an integral part of the course.*

FCS Exploration B (Grades 6-8) Semester

706721, 706729 (Q)

This course provides students the opportunity to develop essential skills in the various career pathways related to Family and Consumer Sciences (FCS). Students will explore and cultivate skills in food and nutrition sciences, childcare, consumerism, entrepreneurship, family relationships, personal responsibility, and career and job-related tasks. *Student leadership (FCCLA) could be an integral part of the course.*

Intro to Python 1 (Grades 7 – 8)

Semester 706641

This one-semester course will introduce students without prior programming experience to the Python 3 programming language. Students will learn about high-level and low-level languages, Python 3 language basics (variables, data types, built-in functions, calculations, string manipulation, Booleans, input, and output), functions, conditionals, nesting, and loops.

Prerequisite: Creative Coding (706621)

Intro to Python 2 (Grades 7 – 8) Semester

706651

This one-semester course will introduce students without prior programming experience to the Python 3 programming language. Students will review and build upon the Python 3 concepts learned in the Intro to Python 1 course, and this will include sequence indexes (strings/arrays), sequence manipulation (strings/arrays), sequence iteration (strings/arrays), and data files (creation/manipulation/reading/storage).

Prerequisite: Intro to Python 1 (706641)

Manufacturing Technology (Grade 8)

Semester

706841, 706849 (Q)

This activity-oriented course explores the technology and various occupations and pathways in Advanced Manufacturing. This course will help students develop an understanding of the general steps involved in the manufacturing process. Students will practice skills to be an effective team member in a manufacturing production setting. Projects will expose students to the diverse career opportunities found in Advanced Manufacturing supporting more focused course choice in high school. Students will gain an understanding of how manufacturing impacts all aspects of their lives and the world including politics, the environment, society, and the economy.

Robotics Technology (Grade 8)

semester

706871, 706879 (Q)

This activity-oriented course explores the technology of the Robotics and Communications industries. This is an introductory course focused on robotic technologies and what it means to be living in an automated world. Students will gain an understanding of how robotic technologies impact the environment, society, and the economy. Students will develop a foundation in essential abilities and attitudes in connection with math and science skills that will in turn expand their opportunities in the world of automation.

STEM Concepts (Grades 6-7) Semester
706521

A hands-on, project-based course that aids students in developing the ability to apply understanding of how the world works within and across the areas of science, technology, engineering, and math (STEM), promoting abilities to better problem-solve, analyze, communicate, and understand technology. Students will learn how to use the Engineering Design Process to solve problems. Students will also learn about related STEM Careers and Professional Workplace Skills.

Word Processing (Grades 6-8)
Semester 706551

In this beginning course, the student will master touch operation on a computer keyboard. Correct fingering by touch operation and good techniques will receive primary emphasis; speed and accuracy will be given secondary emphasis. The student will use basic word processing functions on a variety of documents. The acquisition of business communication skills will be integrated throughout the course. This course is highly recommended for all students.

English Language Arts

The English/Language arts program includes English, Speech, and Reading as well as other communication courses. Junior high school students are required to take an English class during their 6th, 7th, and 8th grade years in order to improve the skills that form the foundation of expression and 21st century literacy. Students study literature, non-fiction, and composition through reading, writing, speaking, listening, and language activities. Each year, increasing emphasis is placed on development of independent thought and depth of understanding. The Utah State Core Standards for English Language Arts provides the curricular framework for all ELA courses.

English Courses

English 6 Core (565900)
Students will develop and strengthen skills and strategies necessary for effective communication at a grade appropriate level. Refining and magnifying the skills described in the Utah State Core Standards, they improve their expertise in reading, writing, speaking, listening, and language usage.

HN (Honors) English 6 (565910)
Students gain advanced skills and strategies necessary for proficient communication in reading, writing, speaking, listening, and language usage. Magnifying the skills described in the Utah State Core Standards, they pursue individual literacy interests and projects using creative and critical thinking at a more in-depth level than in a core class. Rigorous class work will prepare students for high school honors classes.

English 6 – GT (565920)
Students accelerate their creative and critical thinking and enhance their reading, writing, speaking, listening, and language usage skills with additional rigor and complexity than an honors course. They pursue challenging literacy interests and individual projects while magnifying the skills described in the Utah State Core Standards. This rigor will prepare students for advanced high school classes. Prerequisite: District Testing

English 7 Core (566000)
Students will develop and strengthen skills and strategies necessary for effective communication at a grade appropriate level. Refining and magnifying the skills described in the Utah State Core Standards, they improve their expertise in reading, writing, speaking, listening, and language usage.

HN (Honors) English 7 (566100)
Students gain advanced skills and strategies necessary for proficient communication in reading, writing, speaking, listening, and language usage. Magnifying the skills described in the Utah State Core Standards, they pursue individual literacy interests and projects using creative and critical thinking at a more in-depth level than in a core class. Rigorous class work will prepare students for high school honors classes.

English 7 - GT (5661050)
Students accelerate their creative and critical thinking and enhance their reading, writing, speaking, listening, and language usage skills with additional rigor and complexity than an honors course. They pursue challenging literacy interests and individual projects while magnifying the skills described in the Utah State Core Standards. This rigor will prepare students for advanced high school classes. Prerequisite: District Testing

English 8 Core (566400)
Students will develop and strengthen skills and strategies necessary for effective communication at a grade appropriate level of expectation. Refining and magnifying the skills described in the State Core, they will improve their expertise in reading, writing, speaking, listening, and language usage.

HN (Honors) English 8 (566500)
Students will enhance skills and strategies necessary for proficient communication in reading, writing, speaking, listening, and language usage. Magnifying the skills described in the Utah Core State Standards, they will pursue individual literacy interests and projects using creative and critical thinking at a more in-depth level than in a core class. Rigorous class work will prepare students for high school honors classes.

English 8 – GT (566550)
Students will accelerate their creative, critical, and higher order thinking and enhance their reading, writing, speaking, listening, and language usage skills. They pursue challenging individual literacy interests and projects while magnifying the skills described in the Utah Core State Standards. This rigor will prepare students for advanced high school classes. Prerequisite: District Testing

Elective Courses

Developmental Reading/Writing (7-8) (570100)
An intervention class (Tier 2) for students **diagnosed as reading on grade levels 4-6**. The class will focus on comprehension, fluency, and vocabulary. Metacognitive control of comprehension and learning will also be a focal point in the class. **Prerequisite: Reading Inventory and SAGE reading scores indicate need.**

Journalism (8) (569500, 569511, 569512)
This class is an introduction to newspaper writing. Students will study the four types of journalistic writing: news, features, sports, and editorials. Students will practice fundamental skills necessary to proofread and edit copy and will learn basic layout procedures using production software. Students will brainstorm ideas for news stories and features and the focus and goals associated with the newspaper. Students will learn about how a news agency is run and become familiar with some of the premier reporters and editors in the news world. Students will be expected to write for the school newspaper as well as accomplish other tasks as assigned.
Fee: Variable – see school/teacher for fee details.

Reading/Writing 1 (7) (569800)
An entry level class (Tier 1) for students reading on seventh grade level who do not choose a World Languages level 1 class. This course will focus on acquiring tools for a successful language learning experience. The reading/writing course will examine the relation of literacy to personal power, educational goals, and working lives. Emphasis is placed on reading and writing skills through listening, speaking, and presenting. Effective study skills are addressed.

Reading Fundamentals (6-7-8) (569900)
An intensive intervention class (Tier 3) for students **diagnosed as reading on grade levels 1-3**. The class will focus on developing decoding skills, vocabulary, fluency, and comprehension. Writing to respond to and understand reading will be included but will not be a focus. **Prerequisite: Reading Inventory and SAGE reading scores indicate need.**

Reading Skills Foundations A (7-8) (570300)
An intensive reading intervention class (Tier 3) for students who are beginning readers but are not served in a special education class. Instruction will focus on developing phonemic awareness, alphabetic principal, phonics, vocabulary development, and the basic skills necessary to advance in reading.

Reading Skills Foundations B (7-8) (570340)
An intensive reading intervention class (Tier 3) for students who are reading below 500L (on their grade level) on the Reading Inventory but are not served in a special education class. Instruction will focus on phonics, decoding multi-syllabic words, vocabulary development and the skills necessary to advance in reading.

Reading Strategies D (7-8) (570420)
An intervention reading class (Tier 2) for students who are reading below 1000L (for their grade level) on the Reading Inventory. Instruction will focus on comprehension and metacognitive strategies.

Speech (7-8) (570601)
This is the beginning course introducing the fundamentals of individual speech including formal and informal argumentation. Students learn and practice the skills and strategies of good public speaking. Organization and research skills are stressed.

Yearbook (8) (569590, 569600)
Students will take photographs for and help design the student memory book. (In some schools, students will also help write and edit a monthly school newspaper.) Check with the individual school/teacher to determine complete expectations for this course.

Fine Arts

Fine Arts are made up of the following four separate areas: Dance, Music, Theatre, and the Visual Arts. Students must take .5 credits of Visual Arts and .5 credit of Music in the 7th and/or 8th grade. Fine Arts credit may be earned from the State "Core" classes. All other classes that are offered by the four Fine Arts departments may be taken for elective credit.

Dance

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual aspects of students who participate. It encourages intuitive, verbal, and non-verbal responses; it sharpens perceptions and encourages self-evaluation and critical judgment. Dance is one of the most direct means to understand and value the world in which we live. It has the power to both conserve and expand culture; it is truly a record of human expression and has been a part of the life of every culture throughout the span of human existence. Dance also has the power to enhance the quality of life for performer, creator, and audience member alike.
Core Courses - Students may earn FINE ARTS or PE credit for the following classes if the teacher has the proper endorsement.

Dance - Jr. High School Core Courses

Dance 1 (grades 7-9) Year (500000)
Students are provided with experience in dance technique and the development of such things as physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins.

- Dance 1A (grades 7-9) Semester (500001)
 This course is a prerequisite for all other dance course.
 Students are provided with experience in dance technique and the development of physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins.
- Dance 1B (grades 7-9) Semester (500011)
 Students are provided with experience in dance technique and the development of such things as physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins.
- Dance 2 (grades 8-9) Year (500100)
 Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student's progress through the program. Classes must be taken in sequence. Prerequisite: Dance 1
- Dance 2A (grades 8-9) Semester (500101)
 Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student's progress through the program. Classes must be taken in sequence.
- Dance 2B (grades 8-9) Semester (500111)
 Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student's progress through the program. Classes must be taken in sequence.
- Dance 3 (grades 8-9) Year (500200)
 Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student's progress through the program. Classes must be taken in sequence.
- Dance 3A (grades 8-9) Semester (500201)
 Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student's progress through the program. Classes must be taken in sequence.
- Dance 3B (grades 8-9) Semester (500211)
 Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as student's progress through the program. Classes must be taken in sequence. through the program.
- Dance Company (grade 9) Year (500450)
 This course is for advanced performing dancers. Teacher approval / audition.

Elective Courses

- Beginning Social Dance (grades 8-9) Year (500300)
 Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in traditional and contemporary dance activities that students may use in life.
- Beginning Social Dance (grades 8-9) Semester (500301)
 Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in traditional and contemporary dance activities that students may use in life.
- Intermediate Social Dance (grade 9) Semester (500351)
 Students acquire physical, rhythmic and creative skills through dance activity. This course offers instruction in traditional and contemporary dance activities that students may use in life. Prerequisite: Beginning Social Dance

MUSIC

- Music Foundations** (grade 6-8) Semester (507001)
 (507009)

Often called General Music, this is a great class for students interested in exploring how music can be used to express thoughts, feelings, ideas, historic time periods, cultures, and characters. Through listening to various types of music, students will learn its basic elements, discover how to manipulate them and develop skill in hearing them. Students will explore musical instruments – including the human voice, music notation, and investigate how music relates to their personal development and enjoyment of life.

INSTRUMENTAL MUSIC

ORCHESTRA

- Foundation Strings** (grades 7-8) Year (509000)
 (grade 9-9) Year (509010)

In this exciting class you learn how to play the violin, viola, cello or string bass. As you learn how to play together with other players, you also learn how the instrument works, and the technical skills to get a good sound. You discover how to take wonderful care of your instrument and how to develop great practice habits. You get to learn how to read music. You develop the ability to have great rhythm and expression when you perform as you play exciting pieces of music in concerts for friends and family.

Cadet Orchestra (grades 6-8) Year (509600)
 Semester (509601) (509602)
 Quarter (509609)

This is a class for all string students who have a sound foundation in rhythm, key signatures, and string playing techniques. You will grow musically while learning an exciting variety of music. This non-audition orchestra is the ideal setting for you to improve your playing skills and independence and prepare to audition for Concert Orchestra. *Prerequisite: Teacher approval.*

Concert Orchestra (grades 6-8) Year (509810)
 Semester (509811) (509812)
 (grade 9-9) Year (509800)
 Semester (509801) (509802)

This is the school's top string group! You will continue to expand your skills and perform more frequently. Together with all the players you will learn and perform fantastic music. Your ability to express yourselves through music will increase as you perform in festivals other events representing the school. *Audition and/or approval of the instructor is required for registration.*

BAND

Foundation Band (grades 6-8) Year (509110)
 Semester (509111) (509112)
 (grade 9-9) Year (509100)

This class is intended for beginning band students. Students who have studied band instruments in previous years but have not developed sufficient technique to qualify for Cadet or Concert Band should also enroll in this class. Students may be moved into a Cadet group when they have mastered the skills necessary to play music at the level expected of that group.

Foundation Percussion (grades 7-8) Semester (508301)(508302)
 Quarter (508309)
 (grade 9-9) Year (508200)
 Semester (508201)

This class is intended for beginning percussion students. Students who have studied percussion instruments in previous years but have not developed sufficient technique to qualify for Cadet or Concert Band should also enroll in this class. Students may be moved into a Cadet group when they have mastered the skills necessary to play music at the level expected of that group.

Cadet Band (grades 6-8) Year (509200)
 Semester (509201) (509202)
 Quarter (589209)
 (grades 9-9) Year (509210)
 Semester (509211)

Students in this band study and perform standard and symphonic music as well as works by composers now writing specifically for the symphonic band. This class prepares students to audition for Concert Band. *Prerequisite: Teacher approval.*

Jazz Band (grades 6-8) Year (508000)
 Semester (508011)
 Grade 9-9) Semester (508001)

This special instrumental ensemble offers experience in playing the more intricate and complex rhythms and harmonies characteristic of jazz. Sight-reading and improvisation skills are important in this class and will be developed to an advanced level. Enrollment in band or orchestra is encouraged as a continued reinforcement of fundamental skills is essential. A high level of commitment is needed to meet performance and rehearsal requirements. *Prerequisite: Successful audition and/or teacher approval.*

Concert Band (6-8) Year (509410)
 Semester (509411)(509412)
 (6-8) Quarter (509419)
 (9-9) Year (509400)
 Semester (509401) (509402)

This is the school's most advanced band. Auditioned woodwind, brass and percussion players make up this ensemble. Students explore and perform exciting standard and contemporary band literature with emphasis placed on achieving excellence in all aspects of performance and continued progress in sight reading skills. *Prerequisite: Successful audition and/or teacher signature.*

OTHER INSTRUMENTAL

Guitar One (7-8) Semester (508501) (508502)
 (9-9) Semester (508511)

Students in this guitar course learn to tune and take care of the guitar, chord symbols and chord fingerings, accompaniment patterns in a strumming style. They play single note melodies by reading tablature and standard notation, and gain knowledge of various types

of guitars. In this class students learn to play music in a wide variety of styles and have the opportunity to play solos, duets, and ensemble pieces.

Guitar Two (9-9) Year (508550)
Semester (508551)

This course emphasizes the development of guitar skills, the playing of chords and melodic techniques, various strumming and picking techniques, reading skills in tablature and traditional music notation, and music theory, knowledge of various types of guitars. Students learn to perform songs with chordal accompaniments, simple guitar solos, and group pieces. *Prerequisite: Teacher approval.*

Piano One (7-8) Semester (508401)
(9-9) Semester (508403)

Students learn to play simple songs on the electronic piano keyboard. Students experience the excitement of playing together with other as well as solo. Students gain the important and valuable skill of reading music in Piano One, which enables them to read and play songs on their own.

Piano Two (9-12) Semester (508402)

Advanced piano students learn to prepare accompaniments to perform with musicals, large and small ensembles in the school, as well as solo performance and performance with other pianists. *Prerequisite: Teacher approval.*

VOCAL MUSIC

T/B Chorus – (6-8) Year (510200)
Semester (510201)
Quarter (510209)
(9-9) Semester (510211)

This is a great class for young men who are interested in singing. Students will learn basic music reading and singing skills in an ideal setting. The music will be both educational and exciting with selections from Bach to Pop. This is an entry level class where students are introduced to singing and its basic techniques. This non-audition, non-performing choir class will prepare students for auditions to get into more advanced groups.

S/A Chorus – (6-8) Year (510300)
Semester (510301)
Quarter
(9-9) Year (510310)
Semester (510311) (510312)

This class is an excellent foundation course for all female students who wish to improve vocally. Serious attention will be given to music fundamentals and music reading skills. Through a wide variety of exciting music the students will enjoy learning sound principles of singing, thereby enabling each student to increase her vocal talent. This course is a pre-requisite for auditioned groups.

S/A Chorus – Advanced (7-8) Quarter (510308)

This class is for those who have completed S/A Chorus and wish to advance to the next challenge, or for those who pass an entrance audition. The focus is on building mature singing voices and musicianship skills using a greater variety of song styles and serious repertoire. *Teacher signature required.*

Mixed Chorus (6-8) Year (510400)
Semester (510401) (510402)
Quarter (510409)
(9-9) Year (510410)
Semester (510411)

You can develop fantastic singing skills through the study and performance of music written for mixed voices. Through performing a wide variety of exciting music you may learn to apply correct principles of voice production, breath control and diction. Special attention is given to reading musical notation.

Concert Choir (7-8) Year (510910)
Semester (510911)
Quarter (510919)
(9-9) Year (510900)
Semester (510901)

This is the most advanced large choir at the school. It will focus on developing vocal and musicianship skills using a greater variety of song styles and serious repertoire. *Teacher signature required.*

Theatre

The theatre arts program is an integral part of every school's academic curriculum. Students develop internal and external personal resources, create drama/theatre through artistic collaboration, relate drama-theatre to its social context and form aesthetic judgments. The diversity of activities encompassed in drama/theatre curriculum provides opportunities for the involvement of all students, regardless of experience, cultural background, or disability. Students will develop self-esteem, self-discovery, and artistic discipline. They will also develop the ability to empathize,

to take and give criticism, and to relate positively with peers. Students will develop skills in problem-solving, decision-making, critical thinking, and the development of multiple intelligences as they take individual responsibility in the collaborative process.

Theatre 1 (grades 6-8) Year	(520100)
Semester	(520101) (520102)
Quarter	(520109)
(grade 9-9) Year	(520110)
Semester	(520111)

This course emphasizes speech techniques and oral presentation. Students are exposed to characterization, acting techniques and stage production while learning to appreciate the stage and developing interpersonal communication skills. The reading of plays and the history of the theatre are included. This class is a prerequisite for all other drama courses.

Theatre 2 (grades 7-8) Year	(520220)
Semester	(520221)
Quarter	(520229)
(grades 9-9) Year	(520200)
Semester	(520201) (520211)

This course emphasizes advanced speech techniques and oral presentation. Students are exposed to characterization, acting techniques and stage production while learning to appreciate the stage and developing interpersonal communication skills. The reading of plays and the history of the theatre are included.

Theatre 3 (grades 8-9) Year	(520300)
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This course gives students further training in advanced characterization, the dramatic arts and provides experience in one-act, and three-act plays. Prerequisite: Theatre 2

Elective Courses

Musical Theatre (grades 6-8) Year	(520400)
Semester	(520401)
Quarter	(520409)
(grades 7-8) Quarter	(520419)
(grade 9-9) Year	(520410)
Semester	(420411)

This course gives students training in drama, dance and music. Students will combine music, singing, acting and dance to create refined art. Students will be encouraged to create, work, study, practice, improve, evaluate and excel for a final performance.

Stage Production (grades 7-8) Year	(520510)
Semester	(520511)
Quarter	(520519)

Students design stage sets, build props, construct, cover and paint frames and learn to arrange a stage to produce a visually appropriate setting for a play or musical. Students learn all aspects of running the stage lights, curtains, and sound. Prerequisite: Teacher approval.

Technical Theatre (grade (9-9) Year	(520500)
Semester	(520501)

This the advanced level theatre design course that provides advanced training in every element of theater tech, including set design, lighting, sound, curtain, etc. Prerequisite: Teacher approval.

Stage Crew (Grade 7-8) Year	(691060)
Semester	(691061)
(Grade 9-9) Year	(691050)
Semester	(691051)

Students work behind the scenes to bring a production to life. From building sets, to running curtain, lights and sound, the stage crew is the foundation of a successful performance.

Visual Arts

The visual arts influence and enhance every aspect of our lives. They encourage and help us develop humanistic behavior in our personal relationships, self-discipline and study habits. Art develops and increases an individuals' problem solving and critical thinking skills. Visual skills developed through art study can open up a world of beauty and understanding and can accelerate students' progress in many subject areas. Some art classes are provided for students who have not yet developed their art skills, while others permit students to refine their basic art skills, expand their development in visual arts and intensify their abilities to make aesthetic judgments.

VISUAL ART – Jr. High Core Courses

Art Foundations 1 (grades 7-8) Semester	(501001)
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This course is an extension of the elementary core with emphasis on understanding works of art, color and design theory, and developing basic

skills in drawing. Students also increase their understanding of the ways line; shape, form, texture, value and color are used to apply the principles of art (unity, balance, contrast, emphasis, variety, movement). Students experiment with such media as pencil, ink, watercolor, crayon, clay, charcoal and chalk. This course is a required foundation class and is a prerequisite for all other art courses and must be successfully completed.

Advanced Foundations

1A: Traditional 2D (grades 7-8) Semester (501301)

Compositional principles are reinforced and students gain experience representing subjects with proportion, depth and detail. Students are instructed on how to use watercolor, charcoal, ink, color pencils, oil and chalk pastels and explore such techniques as pen and pencil sketching, linoleum block printing, and tile glazing. Prerequisite: Art Foundations 1

1B: Traditional 2D (grades 7-8) Semester (501311)

Compositional principles are reinforced and students gain experience representing subjects with proportion, depth and detail. Students are instructed on how to use watercolor, charcoal, ink, color pencils, oil and chalk pastels and explore such techniques as pen and pencil sketching, linoleum block printing, and tile glazing. Prerequisite: Art Foundations 1

1C: Traditional 3D (grade 8) Semester (501321)

Students explore various media applying concepts emphasized in Foundations 1 Compositional principles are stressed in the production of such art pieces as wire sculptures, mobiles, collage assemblies, leather work, and many other crafts. Prerequisite: Art Foundations 1

Courses for 9th Grade Students Only

Art Foundations 2 (grade 9) Semester (501202)

Instruction expands the concepts taught in Foundations 1 with emphasis on representative and interpretive drawing with further emphasis on color and design concepts, proportion, value, depth, and the use of creative expression as they apply to drawing landscapes, portraits, animals, cartoons and manmade devices. Aesthetics, higher level thinking skills, divergent production, and art criticism are addressed as well.

Art History & Criticism (grade 9) Semester (501601)

This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and appreciation of the Visual Arts. With an overview of studio production, this course is designed to develop higher level thinking, art-related technology skill, art criticism, art history, and aesthetics. The prerequisite for this course is Foundations 1

Film Making (grade 9) Semester (504001)

This course is designed to provide an overview and introduction to the four most basic phases of filmmaking: development, pre-production, production, and post-production. This course covers higher-level thinking skills and art-related technology skills with an emphasis on the creation of films in either traditional or electronic media. Prerequisite: Art Foundations 1

Photography 1 (grade 9) Semester (505001)

Students are introduced to the basic mechanical aspects of the camera and correct darkroom procedures as well as instruction in methods for developing negatives, making contact prints and enlargements, and mounting prints for display. Most darkroom work is restricted to black and white photography. Higher level thinking skills and art criticism are emphasized. Prerequisite: Art Foundations 1

Photography 2 (grade 9) Semester (505051)

Students are introduced to the basic mechanical aspects of the camera and correct darkroom procedures as well as instruction in methods for developing negatives, making contact prints and enlargements, and mounting prints for display. Most darkroom work is restricted to black and white photography. Higher level thinking skills and art criticism are emphasized. Prerequisite: Photography 1

3-D Design 1 (grade 9) Semester (505501)

Students will be exposed to basic processes or techniques relating to wood design, leather design, floral and glass design, paper craft, metal design, tile murals, mosaics and mobile sculpture. Higher level thinking skills, divergent production, and art criticism are also emphasized. Prerequisite: Art Foundations 1

3-D Design 2 (grade 9) Semester (505551)

Students will be exposed to basic processes or techniques relating to wood design, leather design, floral and glass design, paper craft, metal design, tile murals, mosaics and mobile sculpture. Higher level thinking skills, divergent production, and art criticism are also emphasized. Prerequisite: Art Foundations 1

Ceramics 1 (grade 9) Semester (506001)

Students learn the basic procedures for preparing, kneading, forming, glazing and firing ceramic clay. Skills are applied to hand-built and wheel-thrown functional and decorative forms and to representational and abstract sculptural forms. Students will develop the ability to make judgments about the aesthetic quality of ceramic forms by using higher level thinking skills, divergent production, and art criticism. Prerequisite: Art Foundations 1

Ceramics 2 (grade 9) Semester (506051)

Students learn the basic procedures for preparing, kneading, forming, glazing and firing ceramic clay. Skills are applied to hand-built and wheel-thrown functional and decorative forms and to representational and abstract sculptural forms. Students will develop the ability to make judgments about the aesthetic quality of ceramic forms by using higher level thinking skills, divergent production, and art criticism. Prerequisite: Ceramics 1

Commercial Art/Computer Graphics 1 (grade 9) Semester (505701)

Students examine the place of art in advertising by studying a variety of commercial art techniques and skills relating to lettering, layout, illustration, and mechanicals. Cartooning, illustration, packaging and methods of display using higher level thinking skills and art criticism will also be addressed. Prerequisite: Art Foundations 1 (Teacher must have a Visual Arts, Fine Arts Endorsement.)

PE/Health

Students are required to take one semester of physical education in the 7th grade and one semester in the 8th grade. Student government, cheerleading, and newspaper or yearbook staff do not count for physical education credit. The P.E. requirement may not be waived except with a note from a physician. It is recommended that 9th grade students take only one semester of physical education. Students are required to take one semester of Health in 8th grade.

6th Grade Semester (605958-605959)
Students in sixth grade P.E. are working on skill development, including locomotor and non-locomotor skills, mastering basic manipulative skills, and after practice engage in small group games or lead-up games. Competency progresses into manipulative skills such as catching, throwing, and dribbling with hands and feet. Students will apply skills in modified games. Instruction includes an introduction to training principles and activities that can enhance health-related fitness as students pursue personal fitness goals. Students are graded on participation and personal improvement.

7th Grade Semester (6010)
Students in grade seven develop a solid foundation in skills and competencies. They are still mastering basic manipulative skills, and are ready to engage in lead-up games and drills that provide a progression toward participation in regulation or advanced play. Students will apply skills in modified games, and may be introduced to regulation rules and game play. Instruction includes an introduction to training principles and activities that can enhance health-related fitness as students pursue personal fitness goals. Students are graded on participation and personal improvement.

8th Grade Semester (6030-6037)
Students in grade eight will continue to participate in a variety of instructional physical activities. Experiences increase complexity in content, concept and skill development for a broad spectrum of activities. Students continue to practice skills in modified games, but increasingly participate in activities that are regulation games with more complex playing environments. This class incorporates more in-depth instruction training principles that can enhance health-related fitness as students' progress in achieving personal fitness goals. Students are graded on participation and personal improvement.

Health – Personal Semester
Health Education I (Grades 6th-8th) (607701)
Health education provides opportunities for students to develop knowledge, skills and attitudes necessary for practicing lifelong, health-enhancing behaviors. The Health I Curriculum focuses on what students can do for themselves to meet the objectives of the six state core standards. Students will learn that they are responsible for their personal well-being and that building a solid foundation of health literacy and decision-making skills can contribute to a variety of healthy choices for self and others that will be of value throughout life.

High School P.E. Classes

Participation Skills and Techniques (grade 9) Semester (6050)
Students develop knowledge and skills in a variety of individual and team sports with emphasis on sportsmanship and leadership skills. Students work to improve fitness levels and are measured by the AAPHERD Youth Fitness Test (Core requirement). Ninth grade students participating in high school athletics may take the ninth grade Participation Skills and Techniques. They receive elective P.E. credit for their participation in high school sports.

Ninth Grade Athletics - Advanced Participation Skills and Techniques (grade 9) Semester (6055)
Students cover the CORE requirements of P.E. 6050 in a more intense and challenging atmosphere.

Ninth Grade Weight Training/Conditioning (grade 9) Semester (6057)
Students learn how to keep physically fit through weight training programs.

Dance 1 (grade 9) Semester (6241)
This course is a prerequisite for all other dance courses.
Students are provided with experience in dance technique and the development of such things as physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins.

Fitness for Life (grades 9-10) Semester (6130)
Students become involved in and adopt a personal lifestyle of regular physical fitness. They identify and understand all components of fitness including weight control, nutrition, caloric expenditure and stress management. Core requirement

Dance 2 (grade 9) Semester (6242)
Students acquire physical, rhythmic and creative skills through dance activity. Work becomes more advanced as students progress through the program. Classes must be taken in sequence. Prerequisite: Dance 1 (6241) or concurrent enrollment: Fitness for Life (6130)

Sports Officiating (grade 9) Semester/Year (6350)
This course is the same as 6050, but with the added emphasis of training students to be sports officials for individual and team sports.

Dance Company (grades 11-12) Full Year (6249)
This course is for advanced, performing dancers. Note: Ninth grade students participating in high school athletics will receive elective P.E. credit for their participation in high school sports. Prerequisite: Fitness for Life (6130) and audition

Mathematics

Mathematics is a useful, exciting and creative area of study that helps students develop their ability to solve problems in daily life and to reason logically. The junior high school mathematics curriculum expands students' knowledge of numbers, computation, measurement, geometry, statistics, probability, patterns and functions, and the fundamental integration of the concepts in algebra and geometry. Modern technology provides students the opportunity to use a variety of mathematical methods effectively to solve non-routine problems.

Core Courses

Mathematics Grade 6

(575900)

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.

Mathematics Grade 6 Honors

(575910)

In 6th Grade Mathematics Honors, students will focus on connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems, completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers, writing, interpreting, and using expressions and equations; and developing understanding of statistical thinking. All 6th Grade Core Curriculum should be included in the 6th Grade Honors Curriculum. The Honors course includes extra depth and additional topics.

Mathematics Grade 7

(576000)

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.

Mathematics Grade 7 Honors

(576200)

In 7th Grade Mathematics Honors students will focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; 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 drawing inferences about populations based on samples. All 7th Grade Core Curriculum should be included in the 7th Grade Honors Curriculum. The Honors course includes extra depth and additional topics, codes, patterns, number bases, number systems.

Mathematics Grade 8

(576400)

In 8th Grade Mathematics students will focus on 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; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Mathematics Grade 8 Honors

(576600)

In 8th Grade Mathematics students will focus on 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; grasping the concept of a function and using functions to describe quantitative relationships; and analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. All 8th Grade Core Curriculum should be included in the 8th Grade Honors Curriculum. The Honors course includes extra depth and additional topics, 3-D graphing and graph theory, fair division and apportionment, sets and voting theory.

Secondary Mathematics I 9th grade

(577000)

Students in Secondary Mathematics I will deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Secondary Mathematics I Honors 9th grade

(577100)

Students in Secondary Mathematics I will deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. All Secondary Mathematics 1 Core Curriculum should be included. The Honors course includes extra depth and additional topics, represent and model with vectors, operations on vectors, perform operations on matrices and use matrices in applications.

Science

All students in the junior high schools of Granite School District are required to take a full year of Integrated Science. These courses incorporate physical, biological and earth science concepts as well as engineering and technology components. Each integrated course will emphasize science and engineering practices as well as crosscutting concepts that help students make connections between science disciplines and the need for critical thinking and problem-solving skills.

6th Grade Integrated Science Full year

(590910)

The 6th Grade course provides a framework student understanding of the cycling of matter and the flow of energy through the observable phenomena on earth. Standards include: Structure and motion in the solar system, How energy affects matter, Earth's weather patterns and climate, Stability and change in ecosystems.

7th Grade Integrated Science Full year (600000)
The 7th grade course focuses on relationships of cause and effect to pinpoint mechanisms of nature. Standards include: Forces are interactions between matter, Changes to earth over time, Structure and function of life, reproduction and inheritance, Changes in species over time.

8th Grade Integrated Science Full Year (600400)
The 8th grade course focuses on the constant interaction of matter and energy in nature. Standards include: Matter and energy in the physical world, Energy is stored and transferred in physical systems, Life systems store and transfer matter and energy, Interactions with natural systems and resources.

Science Gifted & Talented 6th grade (590930)
7th grade (600260)
8th grade (600660)

This course is provided for students who are identified by evaluation as Gifted and Talented. The intent of the course is to include opportunities to master core content, develop science process skills, stretch thinking, and emphasize individual pursuits as well as apply acquired knowledge to real world issues. The course will stress inquiry, problem solving, critical thinking, and creativity through student-centered research, products and projects. The literacy standards for science as well as state science core standards will be used as a base for compacting and the acceleration of grade-level content.

Science Honors 6th grade (590920)
7th grade (600200)
8th grade (600600)

Honors science courses are for students who have the interest and motivation to pursue science knowledge and skills with greater depth and rigor than in regular science courses. Students will engage in learning activities that emphasize inquiry, problem solving, critical thinking, as well as technology and research skills. Students will be provided opportunities to demonstrate understanding through a variety of instructional methods, which may include writing, research projects, reading of complex science material, discussions and lab work to develop science process skills. Investigations and meaningful real-world applications will increase focus on depth and complexity of science concepts.

Social Studies

There are many important social studies skills, which should be developed by all students during their junior high school experience. The major purpose of the junior high school social studies program is to prepare students for effective citizenship. Upon completion of junior high school, each student should:

- Craft arguments, apply reasoning, make comparisons, think critically, and interpret and synthesize evidence as historians, geographers, economists and political scientists.
- Corroborate their sources of evidence and place their interpretations within historical contexts.
- Engage in deliberative, collaborative, and civil dialogue regarding historical and current issues.
- Identify local, state, national, or international problems; engage with solutions to these problems; and share their ideas with appropriate public and/or private stakeholders.
- Apply knowledge of governmental structure, historical concepts, geographic interrelationships, and economic principles to analyze and explain current events.
- Develop and demonstrate values that sustain America's democratic republic, such as open-mindedness, engagement, honesty, problem-solving, responsibility, diligence, resilience, empathy, self-control, and cooperation.

World Studies 6th grade (required) Full Year (584200)
World Studies focuses on comparison between ancient civilizations, the Middle Ages and Renaissance, the Age of Revolutions, and the modern world. Students will examine all the social studies disciplines, including geography, anthropology, civics, and economics. Attention has been paid to reinforce relevance by connecting the past to the present whenever possible.

HN (Honors) World Studies 6th grade (Full Year) (584310)
Honors World Studies is for students who have the interest and motivation to pursue the content and skills with greater depth and rigor than in the regular World Studies course. Students will engage in learning activities that emphasize historical inquiry. They will be provided opportunities to demonstrate understanding through a variety of instructional methods, which may include writing, reading of complex materials, research projects, and discussions. A focus will be placed on helping students develop the skills needed for future honors courses.

GT (Gifted & Talented World Studies 6th grade (Full Year) (584320)
GT World Studies is provided for students who have been specifically identified by formal evaluation as gifted and talented. GT students are provided an accelerated and in-depth study for the World Studies core. The course stresses awareness of historic knowledge and thoughtful methodology that utilize higher order thinking and process skills such as creative and critical thinking, decision-making, hypothesizing and evaluating. The intent of the Gifted and Talented course is to allow students to master basic course content, stretch thinking, emphasize individual pursuits, and produce a variety of products.

DLI (Dual Language Immersion) World Studies 6th grade (Full Year) French (584350), Spanish (584360), Chinese (584370)
This course is only for students who are part of the Dual Language Immersion program. They will study the World Studies core in the target language (French, Spanish, or Chinese). World Studies focuses on comparison between ancient civilizations, the Middle Ages and Renaissance, the Age of Revolutions, and the modern world. Students will examine all the social studies disciplines, including geography, anthropology, civics, and economics. Attention has been paid to reinforce relevance by connecting the past to the present whenever possible.

Utah Studies 7th grade (required) Semester (583001)
Utah Studies covers four social studies disciplines: history, geography, economics, and civics. Students will explore the complex history of Utah, with examples of creativity, sacrifice, conflict, innovation, inequity, compromise, and leadership. Students will also learn about Utah's diverse physical geography, encounter Utah's economic systems and dynamics, and explore local and statewide political systems.

HN(Honors) Utah Studies 7th grade Semester (583111)
Honors Utah Studies is for students who have the interest and motivation to pursue the content and skills with greater depth and rigor than in the regular Utah Studies course. Students will engage in learning activities that emphasize historical inquiry. They will be provided opportunities to demonstrate understanding through a variety of instructional methods, which may include writing, reading of complex materials, research projects, and discussions. A focus will be placed on helping students develop the skills needed for future honors courses.

GT (Gifted & Talented) Utah Studies 7th Semester (583151)
GT Utah Studies is provided for students who have been specifically identified by formal evaluation as gifted and talented. GT students are provided an accelerated and in-depth study for the Utah Studies core. The course stresses awareness of historic knowledge and thoughtful methodology that utilize higher order thinking and process skills such as creative and critical thinking, decision-making, hypothesizing and evaluating. The intent of the Gifted and Talented course is to allow students to master basic course content, stretch thinking, emphasize individual pursuits, and produce a variety of products.

20th Century People, Problems, and Progress 7th grade Semester (583501)
This elective course covers major people and events that took place during the 20th and 21st centuries from a U.S. perspective. Topics include, but are not limited to, the Progressive movement, imperialism and foreign affairs, the World Wars, the Great Depression, the Cold War, the civil rights movements, the rise of terrorism, and modern social and political history. Students have an opportunity to further strengthen their historical inquiry skills as they examine how people overcame conflicts and challenges from 1900 to today.

United States History I 8th grade (required) Full Year (583600)
United States History I includes events and issues in United States history from the Age of Exploration through Reconstruction, emphasizing the 18th and 19th centuries. Topics include, but are not limited to, American Indian life, European exploration and colonization, the Revolutionary War, constitutional issues, nation building, expansion, the Civil War, and Reconstruction.

HN (Honors) United States History I Full Year (583700)
Honors United States History I is for students who have the interest and motivation to pursue the content and skills with greater depth and rigor than in the regular United States History I course. Students will engage in learning activities that emphasize historical inquiry. They will be provided opportunities to demonstrate understanding through a variety of instructional methods, which may include writing, reading of complex materials, research projects, and discussions. A focus will be placed on helping students develop the skills needed for future honors courses, as well as AP and concurrent courses.

GT (Gifted & Talented) United States History I Fuller Year (583750)
GT United States History I is provided for students who have been specifically identified by formal evaluation as gifted and talented. GT students are provided an accelerated and in-depth study for the United States History I core. The course stresses awareness of historic knowledge and thoughtful methodology that utilize higher order thinking and process skills such as creative and critical thinking, decision-making, hypothesizing and evaluating. The intent of the Gifted and Talented course is to allow students to master basic course content, stretch thinking, emphasize individual pursuits, and produce a variety of products.

World Languages

In Granite District, world languages are elective subjects. French, Spanish and Chinese are offered from 7th grade through 12th grade. Additional languages such as German, Italian, Latin, Japanese, and American Sign Language (ASL) are offered in various high schools throughout the district. During the six-year sequence, students receive training in listening, speaking, reading and writing. They are also taught the culture of the people whose language they study. World Language courses are full year classes and should be taught 90-100% of the time in the target language.

The University of Utah and many out-of-state universities require a minimum of two consecutive years of language study for college entrance. Students that are interested in reaching a point where they can speak, read, write and understand the language in a useful way may begin the study in the 7th grade and continue through the 12th grade. Under special circumstances, after counseling and with approval of the principal, a world language may be substituted to meet a student's 12th grade English requirement.

French 1 (grades 7-9) Year (560100)
This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills though reading and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family and others, tell about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Culture and geography of French-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice Mid.

French 2 (grades 7-9) Year (560150)
This course is designed to continue the development of speaking, listening, reading and writing skills. Through this course, students will learn to talk about their daily routines and preferences, discuss food and entertainment, extend an invitation to someone to attend an event as well as be able to handle basic survival needs in the language including buying clothes, talking to a doctor about an injury or illness, and asking for and giving directions. Culture and history of French-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice High. *Prerequisite: French 1 (560100) or equivalent*

French 3 (grades 7-9) Year (560200)
This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Through this course, students will learn to discuss relationships, talk about their past and future, compare artistic interests, discuss environmental concerns and propose solutions and ask and answer questions about travel. Culture and history of French-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Low. *Prerequisite: French 2 (560150) or equivalent*

- French 2 DLI (grade 6) Year (560190)
 This course is designed specifically for students that have been in the dual immersion elementary program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of French-speaking countries are taught through reading selections. The end-of-year proficiency targets are Intermediate Low (Interpretive Reading and Presentational Writing) and Intermediate Mid (Interpretive Listening). *For Dual Language Immersion (DLI) students only.*
- DLI World Studies - French (grade 6) Year (584350)
 This course is only for students who are part of the Dual Language Immersion program. Students will study the World Studies core in French. World Studies focuses on comparison between ancient civilizations, the Middle Ages and Renaissance, the Age of Revolutions, and the modern world. Students will examine all the social studies disciplines, including geography, anthropology, civics, and economics. Attention has been paid to reinforce relevance by connecting the past to the present whenever possible.
- French 3 DLI (grade 7) Year (560260)
 This course is designed specifically for students that have been in the dual immersion elementary program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of French-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Mid (Interpersonal Speaking). *For Dual Language Immersion (DLI) students only.*
- French 4 DLI (grade 8) Year (560310)
 This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of French-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Mid (Interpretive Reading, Presentational Writing and Interpretive Listening). *For Dual Language Immersion (DLI) students only. Prerequisite: French 3 DLI (560260)*
- French 5 DLI (grade 9) Year (560320)
 This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of French-speaking countries are taught through authentic reading selections. The end-of-year proficiency targets are Intermediate Mid (Interpretive Reading and Presentational Writing) and Intermediate High (Interpretive Listening). Students have the option to take the AP French Language and Culture Exam and the end of the year. *For Dual Language Immersion (DLI) students only. Prerequisite: French 4 DLI (560310)*
- DLI French Culture, History and Media A (grades 7-9) Semester (560360)
 In this course, students will compare and contrast individual and collective perspectives about the structures that constitute a society by looking at pre-Renaissance civilizations (before 1500). Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the French-speaking world. *(only for 7th through 9th grade DLI students in junior high schools)*
- DLI French Culture, History and Media B (grades 7-9) Semester (560361)
 In this course, students will compare and contrast individual and collective perspectives about discovery, change, oppression and consequences by studying the historical period of Discovery of the Americas and the French Revolution (1492-1789). Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the French-speaking world. *(only for 7th through 9th grade DLI students in junior high schools)*
- DLI French Culture, History and Media C (grades 7-9) Semester (560362)
 In this course, students will compare and contrast individual and collective perspectives about independence, freedom and change by studying the Independence movements of the Francophone world (1789-1914). Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the French -speaking world. *(only for 7th through 9th grade DLI students in junior high schools)*
- DLI French Culture, History and Media D (grades 7-9) Semester (560364)
 In this course, students will compare and contrast individual and collective perspectives about globalization and technology by studying the effects of the Industrial Revolution on the Francophone world (1914-present). Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the French-speaking world. *(only for 7th through 9th grade DLI students in junior high schools)*
- Spanish 1 (grades 7-9) Year (561600)
 This course is designed to introduce students to a new language. Emphasis is placed on listening and speaking skills though reading and writing are also addressed. Through this course, students will learn to describe and give information about themselves, their family and others, tell about their likes and dislikes, preferences, needs, school life and begin using the language for some daily functions such as making plans and inviting someone or ordering in a restaurant. Culture and geography of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice Mid.
- Spanish 2 (grades 7-9) Year (561650)
 This course is designed to continue the development of speaking, listening, reading and writing skills. Through this course students, will learn to talk about their daily routines and preferences, discuss food and entertainment, extend an invitation to someone to attend an event as well as be able to handle basic survival needs in the language including buying clothes, talking to a doctor about an injury or illness, and asking for and giving directions. Culture and history of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice High. *Prerequisite: Spanish 1 (561600) or equivalent*

Spanish 3 (grades 7-9) Year (561700)

This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Through this course, students will learn to discuss relationships, talk about their past and future, compare artistic interests, discuss environmental concerns and propose solutions and ask and answer questions about travel. Culture and history of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Low. *Prerequisite: Spanish 2 (561650) or equivalent*

Spanish 2 DLI (grade 6) Year

(561660)

This course is designed specifically for students that have been in the dual immersion elementary program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and geography of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency targets are Intermediate Low (Interpretive Reading and Presentational Writing) and Intermediate Mid (Interpretive Listening). *For Dual Language Immersion (DLI) students only.*

DLI World Studies - Spanish (grade 6) Year

(584360)

This course is only for students who are part of the Dual Language Immersion program. Students will study the World Studies core in Spanish. World Studies focuses on comparison between ancient civilizations, the Middle Ages and Renaissance, the Age of Revolutions, and the modern world. Students will examine all the social studies disciplines, including geography, anthropology, civics, and economics. Attention has been paid to reinforce relevance by connecting the past to the present whenever possible.

Spanish 3 DLI (grade 7) Year

(561760)

This course is designed specifically for students that have been in the dual immersion elementary program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and geography of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Mid (Interpersonal Speaking). *For Dual Language Immersion (DLI) students only.*

Spanish 4 DLI (grade 8) Year

(561810)

This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and geography of Spanish-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Mid (Interpretive Reading, Presentational Writing and Interpretive Listening). *For Dual Language Immersion (DLI) students only. Prerequisite: Spanish 3 DLI (561760)*

Spanish 5 DLI (grade 9) Year

(561830)

This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of Spanish-speaking countries are taught through authentic reading selections. The end-of-year proficiency targets are Intermediate Mid (Interpretive Reading and Presentational Writing) and Intermediate High (Interpretive Listening). Students have the option to take the AP French Language and Culture Exam and the end of the year. *For Dual Language Immersion (DLI) students only. Prerequisite: Spanish 4 DLI (561810)*

Spanish for Spanish Speakers 1 (grades 7-9) Year

(561900)

This course is intended for students whose first language or home language is Spanish. It is designed to improve the literacy (reading and writing) skills of these students in their native or heritage language. Students will discuss the importance of maintaining traditions and culture as well as how relationships, wellbeing, the Arts, travel and immigration impact their life. They will also discover their connection to pre-Columbian civilizations. Students will read and write extensively, give presentations, and participate in debates, while learning the fundamental grammatical structures, orthographic rules and the ways Spanish can be used in formal and informal settings. The end-of-year proficiency targets are Intermediate Low for Reading & Writing and Intermediate Mid for Speaking & Listening.

Spanish for Spanish Speakers 2 (grades 7-9) Year

(561950)

This course is intended for students whose first language or home language is Spanish. It is designed to improve the literacy (reading and writing) skills of these students in their native or heritage language. Students will discuss the role of technology and social networking in their lives, causes and effects of social injustice, factors that affect self-image and self-esteem, as well as environmental problems that exist in different parts of the world and possible solutions to them. They will read and exchange opinions on legends and myths and learn to express and support their point of view on different topics. Students will read and write extensively, give presentations and participate in debates. The end-of-year proficiency targets are Intermediate Mid for Reading & Writing and Intermediate High for Speaking & Listening.

DLI Spanish Culture, History and Media A (grades 7-9) Semester

(561200)

In this course, students will compare and contrast individual and collective perspectives about the structures that constitute a society by looking at pre-Columbian civilizations (before 1491). Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the Spanish-speaking world. *(only for 7th through 9th grade DLI students in junior high schools)*

DLI Spanish Culture, History and Media B (grades 7-9) Semester

(561210)

In this course, students will compare and contrast individual and collective perspectives about discovery, change, oppression and consequences by studying the historical period of Spanish Discovery and Conquest of the Americas (1492-1779). Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the Spanish-speaking world. *(only for 7th through 9th grade DLI students in junior high schools)*

DLI Spanish Culture, History and Media C (grades 7-9) Semester (561220)
In this course, students will compare and contrast individual and collective perspectives about independence, freedom and change by studying the Independence movements of the Hispanic world (1780-1830). Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the Spanish-speaking world. *(only for 7th through 9th grade DLI students in junior high schools)*

DLI Spanish Culture, History and Media D (grades 7-9) Semester (561230)
In this course, students will compare and contrast individual and collective perspectives about globalization and technology by studying the effects of the industrial revolution on the Spanish speaking world (1830-present). Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the Spanish-speaking world. *(only for 7th through 9th grade DLI students in junior high schools)*

Chinese 1 (grades 7-9) Year (561300)
This is a beginning course in Chinese. Listening and speaking skills will be emphasized but students will also be introduced to written Chinese characters. Chinese culture and customs will be studied throughout the course. The end-of-year proficiency target is Novice Mid.

Chinese 2 (grades 7-9) Year (561350)
This second-year course is a continuation of the study of Chinese grammar, conversation, culture and customs. Conversation topics include family, weather, food, clothing, sports and health. More written Chinese characters will be introduced. The end-of-year proficiency target is Novice Mid. *Prerequisite: Chinese 1 (561300) or equivalent*

Chinese 3 (grades 7-9) Year (561400)
This third-year course is a continuation of the study of Chinese grammar, conversation, culture and customs. This course stresses reading, writing, and speaking skills as well as the use of more elaborate grammar structures. Aural comprehension, oral practice, Chinese culture and history are emphasized as they relate to the reading program. Students will converse with language and behavior appropriate to the setting, deal with familiar survival situations and use contextual clues to determine meaning. More written Chinese characters will be introduced. The end-of-year proficiency target is Novice High. *Prerequisite: Chinese 2 (561350) or equivalent*

Chinese 2 DLI (grade 6) Year (561360)
This course is designed specifically for students that have been in the dual immersion elementary program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and geography of Chinese-speaking countries are taught through reading selections. The end-of-year proficiency targets are Novice High (Interpretive Reading and Presentational Writing) and Intermediate Low (Interpretive Listening). *For Dual Language Immersion (DLI) students only.*

DLI World Studies - Chinese (grade 6) Year (584370)
This course is only for students who are part of the Dual Language Immersion program. Students will study the World Studies core in Chinese. World Studies focuses on comparison between ancient civilizations, the Middle Ages and Renaissance, the Age of Revolutions, and the modern world. Students will examine all the social studies disciplines, including geography, anthropology, civics, and economics. Attention has been paid to reinforce relevance by connecting the past to the present whenever possible.

Chinese 3 DLI (grade 7) Year (561410)
This course is designed specifically for students that have been in the dual immersion elementary program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and geography of Chinese-speaking countries are taught through reading selections. The end-of-year proficiency target is Intermediate Low (Speaking). *For Dual Language Immersion (DLI) students only.*

Chinese 4 DLI (grade 8) Year (561480)
This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and geography of Chinese-speaking countries are taught through reading selections. For dual immersion students only. The end-of-year proficiency target is Intermediate Mid (Interpretive Reading, Interpretive Listening and Presentational Writing). *For Dual Language Immersion (DLI) students only. Prerequisite: Chinese 3 DLI (561410)*

Chinese 5 DLI (grade 9) Year (561470)
This course is designed specifically for students that have been in the dual immersion program. It continues the development of speaking, listening, reading and writing skills through advanced writing and speaking tasks and the use of authentic reading and listening texts. Narratives and dialogues are used to teach structure and vocabulary. Culture and history of Chinese-speaking countries are taught through authentic reading selections. The end-of-year proficiency target is Intermediate Mid (Interpretive Reading, Interpretive Listening and Presentational Writing). Students have the option to take the AP Chinese Language and Culture Exam and the end of the year. *For Dual Language Immersion (DLI) students only. Prerequisite: Chinese 4 DLI (561480)*

DLI Chinese Culture, History and Media A (grades 7-9) Semester (561500)
In this course, students will compare and contrast individual and collective perspectives on factors that impact quality of life through the study of Ancient and Modern Education in China, Ancient and Modern Activities and Sports in China along with Visual Arts, Calligraphy & Painting. Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the Spanish-speaking world. *(only for 7th through 9th grade DLI students in junior high schools)*

DLI Chinese Culture, History and Media B (grades 7-9) Semester (561501)
In this course, students will compare and contrast individual and collective perspectives about society and technology through the study of major Chinese festivals and inventions. Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the Spanish-speaking world. (only for 7th through 9th grade DLI students in junior high schools)

DLI Chinese Culture, History and Media C (grades 7-9) Semester (561521)
In this course, students will compare and contrast individual and collective perspectives about the effects of language and culture on the arts by looking at traditional and modern performing arts, traditional and modern health care and Chinese culinary arts. Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the Chinese-speaking world. (only for 7th through 9th grade DLI students in junior high schools)

DLI Chinese Culture, History and Media D (grades 7-9) Semester (561531)
In this course, students will compare and contrast individual and collective perspectives about culture and its influences on the Chinese language by studying traditional values and customs, Chinese celebrities and Chinese movies. Students will utilize all modes of communication (interpretive, interpersonal and presentational) to build skills in cultural-linguistic competencies necessary for successful communication with native speakers. Students will utilize media and authentic texts to discuss the diverse cultural products, practices and perspectives of the Chinese-speaking world. (only for 7th through 9th grade DLI students in junior high schools)

Special Education

Special education services are provided for junior high students who are identified as a student with a disability under IDEA, in compliance with the Individuals with Disabilities Education Act, that adversely affects their educational performance and who need specialized instruction and/or related services. Special Education services are determined by the student's Individualized Education Plan (IEP) including the transition plan and will be provided in the least restrictive environment with a focus on access to and progress in the general curriculum and outcomes after graduation.

Academic Courses

Concepts of Explicit Reading (661200)
This course is designed to meet the needs of special education students who have been identified with reading deficits. The class is designed to address individualized student needs, to improve basic reading skills. The focus will be on phonemic awareness, decoding, fluency, vocabulary and comprehension. Instruction will incorporate a variety of instructional strategies designed to meet students' identified reading deficits.

English 7 (660000)
English 8 (660200)
English 9 (660400)

Language Arts classes are designed to meet students' identified written language and reading deficits and who are at various instructional levels. Students will focus on developing and strengthening skills necessary for written and oral communication. They will develop and explore strategies to increase reading comprehension in both informational and literary text, will learn to write clearly and effectively, and will strengthen critical thinking and inquiry skills. The skills outlined in the Utah Common Core provide the curricular framework for this course

7th Grade Mathematics (662000)

This class is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. 7th grade Mathematics students will focus on developing understanding and application of proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations. Students will solve problems involving scale drawings and informal geometric constructions, while also working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume. The students will also draw inferences regarding populations based on samples. The skills and concepts outlined in the Utah Common Core provide the curricular framework for this course.

8th Grade Mathematics (662200)

This class is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. 8th grade Mathematics students will focus on formulating and developing reasoning skills about expressions and equations, including modeling an association in bivariate data with a linear equation, solving linear equations, understanding the concepts of a function and using functions to describe quantitative relationships. Students will analyze two- and three- dimensional space and figures using distance, angle, similarity, congruence, and understanding and applying the Pythagorean theorem. The skills and concepts outlined in the Utah Common Core provides= the curricular framework for this course.

Secondary Mathematics 1 (662400)

This class is designed to meet the needs of students who have been identified with math calculation and reasoning deficits. Secondary Mathematics in 9th grade reinforces math concepts learned in the middle grades. Secondary Math 1 focuses on understanding linear relationships and strengthening students' understanding of geometry. Students will use the Mathematical Practice Standards throughout the course to make sense of problems and apply them to real life situations. The skills and concepts outlined in the Utah Common Core provide the curricular framework for this course.

Other Courses

Supervised Studies (666100)

This course is designed for students who have been identified as needing additional support to be successful in their regular education classes. Emphasis will be placed on organizational skills, test taking strategies, effective note taking, vocabulary development, self-advocacy, time management etc. The review of essential concepts and skills from general education classes will also be emphasized.

Transition (666600)
This course is designed for students who have been identified as needing additional support to be successful in meeting their transition goals. Students investigate a wide variety of career options and participate in school and community pre-vocational activities. Students select areas of career interests and examine career choices through a variety of media and activities including guest speakers from the community, field trips, community access, and utilizing computer software. An emphasis will be placed on his/her career interest, independent living, community access, and/or higher education training.

Life Management (666500)
This course is designed to meet the needs of students who have been identified with behavioral goals. The course will address appropriate social skills, communication, negotiation, anger management, problem solving, conflict resolution, goal setting, self-advocacy etc. Emphasis is placed on helping students modify their behaviors, acquire skills needed in general education classes, and make meaningful connection in social and work situations.

Life Skills I (666400)
This course is designed to meet the needs of students with severe cognitive disabilities who have been identified through the IEP process as needing functional skills instruction. The course will address self-care, safety, self-advocacy, self-awareness, decision making, problem solving etc. Emphasis is placed on developing independence and acquiring the skills necessary to meaningfully participate in social and work situations.

English as a Second Language (ESL) and Newcomer

English as a Second Language is for students whose primary language is not English. Students focus on gaining and improving reading, writing, listening, and speaking skills in English. Classes are offered at advanced, intermediate and beginning levels. Students who speak no English or test at Level A are required to take an ESL oral English course. A teacher's signature is required to enroll in ESL classes.

Newcomer Classes are for newly arrived immigrant students, whose primary language is not English, and have very limited or no school experience and who are at Level A on the language placement test or Level 1 and 2 in English language proficiency. These classes are designed to assist the student to learn English, school culture and U.S. culture while learning academic skills. Attendance in the classes is for a maximum of one year, with the goal to transition to regular ESL classes.

PLEASE NOTE: All ESL courses must be taught by a highly qualified ESL endorsed teacher using ESL and sheltered teaching strategies.

ESL Oral Language Development for Pre-Beginners/Newcomers (grades 7- 8) Year (57150)
This course develops survival oral communication skills for students who speak very limited or no English. It focuses on English pronunciation, conversation, school and United States culture. It also offers academic support to help new students integrate into the school and local community.

ESL Oral Language Development for Pre-Beginners/Newcomers (grades 9-12) Year (57200)
This course develops survival oral communication skills for students who speak very limited or no English. It focuses on English pronunciation, conversation, school and United States culture. It also offers academic support to help new students integrate into the school and local community.

ESL Oral Language Development Level 1 (grades 7-8) Year (57155)
This course develops oral and reading communication skills for students who speak limited or no English. This class focuses on English pronunciation, conversation, American culture and other literacy skills and also offers academic support to help new students integrate into the school and local community.

ESL Oral Language Development Level 2 (grades 7-8) Year (57160)
This course develops oral and reading communication skills for students who speak limited or no English. This class focuses on English pronunciation, conversation, American culture and other literacy skills and also offers academic support to help new students integrate into the school and local community.

ESL Oral Language Development Level 3 (grades 7-8) Year (57165)
This course develops oral and reading communication skills for students who speak limited or no English. This class focuses on English pronunciation, conversation, American culture and other literacy skills and also offers academic support to help new students integrate into the school and local community.

English-ESL Level 1 (grade 7) Year (57300)
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English-ESL Level 2 (grade 7) Year (57303)
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English-ESL Level 3 (grade 7) Year (57306)
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

English-ESL Level 1 (grade 8) Year (57310)
In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.

- English-ESL Level 2 (grade 8) Year (57313)
 In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.
- English-ESL Level 3 (grade 8) Year (57316)
 In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.
- English-ESL Level 1 (grade 9) Year (57320)
 In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.
- English-ESL Level 2 (grade 9) Year (57323)
 In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.
- English-ESL Level 3 (grade 9) Year (57326)
 In this core course students will focus on developing and strengthening skills necessary for communication. They will develop and explore strategies useful in informational, functional and pleasurable contexts and by using ESL and sheltered strategies students will learn to write more clearly and effectively. Skills outlined in the state core provide the framework for transition to regular English classes.
- American Experience ESL Newcomer (grades 9-12) Semester (585)
 This is a transitional elective course designed to orient the newcomer student to U.S. and school culture, basic community survival skills, basic social skills, responsibilities of citizens, health connections, food and dress, while introducing the student to basic vocabulary skills in social studies, geography and community awareness.
- Utah Studies-ESL (grade 7) Year (5830)
 This core history course provides an introductory background in Utah history and culture. It is taught by an ESL teacher using sheltered teaching strategies to help students learn English and Utah History while meeting state core standards.
- United States History 1 - ESL (grade 8) Year (5836)
 This core history class provides an introductory background in American history and culture. It is taught by an ESL teacher using sheltered teaching strategies to help students learn English and American History from the colonial period to the present while meeting state
- Geography for Life - ESL (grade 9) Year (5840)
 This core course which focuses on the interaction between our physical and cultural environments. Students study the six themes of location, place, movement, region, human and environmental interaction geography while meeting state core standards. It is taught by an ESL teacher using sheltered teaching strategies to help students learn English.
- Integrated Science - ESL (grade 7) Year (6001)
 In this core course the ESL teacher uses sheltered strategies to build vocabulary and background knowledge on the structure of matter; the relationship between properties of matter and Earth's structures; that organs in an organism are made of cells that have structure and perform specific life functions; that offspring inherit trait that make them more or less suitable to survive in the environment; and that structure is used to develop classification systems.
- Integrated Science - ESL (grade 8) Year (6005)
 In this core course the ESL teacher uses sheltered strategies to build vocabulary and background knowledge on the nature of changes in matter; that energy from sunlight is changed to chemical energy in plants, transfers between living organisms and changes within the environment; the processes of rock and fossil formation; and the relationship among energy, force and motion.
- Earth Science - ESL (*grade 9 only*) Year (6009)
 Using ESL and sheltered strategies to build vocabulary and background knowledge, this ninth grade core course provides the concepts and inquiry skills needed to understand how earth came into existence, how it has changed over time and how it functions today; a main focus will be on system interactions. The teacher will focus on the core standards for Earth Systems.
- Health - Personal I - ESL (grade 8) Semester (6077)
 This core course required of all 8th grade students will use sheltered strategies to build vocabulary and background information on personal health. This course covers the following topics: life skills; positive and negative lifestyles; growth; development and maturation; disease; and first aid care.
- Reading and Writing - ESL Beginning (grades 7-12) Year (5729)
 This elective course emphasizes basic entry level English grammar, reading, literature, and subject area writing to prepare for successful participation in citizenship, the workplace and high school education.
- Reading and Writing - ESL Intermediate (grades 7-12) Year (5729)
 This elective course emphasizes reading of more complex material, American literature, expository and creative writing to prepare for successful participation in citizenship, the workplace and post-secondary education.
- Reading and Writing - ESL Advanced (grades 7-12) Year (5729)
 This elective course emphasizes reading of more complex material, American literature, expository and creative writing to prepare for successful participation in citizenship, the workplace and post-secondary education

Science Newcomer (grades 9 -12) Year	(6032)
This course is provided for students who have been specifically identified as Newcomers. This class is designed to build basic science vocabulary and build science background for students to enter mainstream or ESL science classes.	
Pre-Emergent Newcomer Math (grades 7-12) Year	(5809)
This course is provided for students who have been specifically identified as Newcomers. This class is designed to build basic math vocabulary and build math background for students to enter mainstream or ESL math classes.	
Music Listening/Literature - ESL (grades 9-12) Term	(50723)
Students whose primary language is not English may register this elective course. This course focuses on listening skills, familiarity with a variety of musical compositions and styles, vocabulary appropriate for describing musical events and relationships as they are heard and a rudimentary grasp of musical notation. Emphasis is on various types and styles of music from the middle Ages to the present, and the course includes the study of the broad outline of music history, primarily by listening to music from different cultures historical periods.	
Directed Studies - ESL (grades 7-12) Year	(6914)
Students who need academic assistance or in passing state exams may enroll in this elective course to boost their academic skills or proficiency in the specific reading and writing strategies and skills tested in the exam.	
Computer Technology ESL (grades 9-12) Semester	(6103)
This core course uses ESL and sheltered strategies to introduce students to computer application software that encompasses document processing, spreadsheets, and presentations. An understanding of ethics and use of operating systems, information resources, and electronic mail is included. Skills gained will be demonstrated by creating a project for a different content area.	
Secondary Mathematics I ESL (grades 9-11) Year	(577070)
This core math course is taught using sheltered strategies. The fundamental purpose of Secondary Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Secondary Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards 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. <i>A graphing calculator is recommended. Prerequisite: 8th Grade Mathematics</i>	

Special Education - Resource Department Classes

Academic Classes

Reading	(3620)
Reading classes are provided to address individualized student needs, to improve basic reading skills, comprehension, vocabulary development, fluency and reading in content areas. Instruction will incorporate a variety of instructional strategies designed to meet students' identified reading deficits.	
Language Arts 7	(3621)
Language Arts 8	(3622)
English I	(3631)
Language Arts classes are designed to meet students' identified written language and reading deficits and who are at various instructional levels. Courses incorporate a variety of instructional strategies to address oral vocabulary, written expression, and developmental reading skills. Students will focus on developing their skills for communication. They will be taught strategies useful in informational, functional, and pleasurable contexts and will strengthen their skills in order to write more clearly.	
Math	(3680)
Applied Math I	(3681)
Pre-Algebra	(3683)
Math classes are designed to meet students' identified math calculation and application deficits who are at various instructional levels. Courses incorporate specialized instruction and strategies to address essential skills in computation and problem solving. While mathematical skills will be strengthened, instruction will focus on developing an understanding of mathematical concepts and making meaningful connections in life.	
Supervised Studies Classes	
Study Skills 7	(3741)
Study Skills 8	(3742)
Study Skills 9	(3743)
Study Skills classes are provided for 7th, 8th, and 9th graders. Students are taught study skills and learning strategies in order to be successful in content classes. Support to students in completing assignments, preparing for tests given in regular education classes, and developing effective study habits is emphasized.	
Life Skills I	
Life Skills 7	(3751)
Life Skills 8	(3752)
Life Skills 9	(3761)
This course addresses appropriate social skills, negotiation, problem solving, conflict resolution, and teacher pleasing behaviors. Emphasis is placed in helping students to modify behaviors, to acquire skills required for success in regular education classes and to make meaningful connections to skills expected in social and work situations.	