

# Granite School District

## *Junior High* *Course Catalog* **2021-2022**

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## Prescribed Program of Studies

Subject	# of Semesters
<b>6<sup>th</sup> Grade</b>	
World Studies	2
<b>7th Grade</b>	
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 Recommended for students reading on or above grade level	2
Reading Fundamentals 4160 Is required for students reading more than 3 years below grade level	2
Developmental Reading 4200 recommended for students reading 2-3 years below grade level	1-2
<b>8th Grade</b>	
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
<b>either 7th or 8th grade</b>	
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 8<sup>th</sup> grade students. The College and Career Awareness (CCA) core program is the required 8<sup>th</sup> grade course for this credit. Digital Literacy, a one semester course, is also required. Other CTE courses found in grades 6<sup>th</sup>-8<sup>th</sup> 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 8<sup>th</sup> 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 1 (Grades 7-8)

Semester 706801, 706809 (Q)

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.

#### Exploring Technology 2 (Grades 7-8)

Semester **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 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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**

### 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 (6-8)

(569800)

An entry level class (Tier 1) for students reading on 6-8th 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.

### Developmental Reading/Writing (7-8)

(570100)

An intervention class (Tier 2) for students **requiring support to gain proficiency in reading and writing skills**. 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:** *Placement is determined through multiple data points including a GM scaled score, GLE, Lexile Interval that falls between: >650L - 900L, and/or other reading data points.*

### Reading Fundamentals (6-8)

(569900)

An intensive intervention class (Tier 3) students requiring support in acquiring foundational reading skills and strategies, along with developing writing to learn skills. Students enrolled here are not served in a special education class or are placed here due to language acquisition barriers. The class will focus on developing phonics/phonemic awareness, decoding skills, vocabulary, fluency, and comprehension. Writing to respond to and understand reading will be included. **Prerequisite:** *Placement is determined through multiple data points including a GM scaled score, GLE, Lexile Interval that falls between: BR - 700L, and/or other reading data points.*

### Reading Skills Foundations A (6-8)

(570300)

An intensive reading intervention class (Tier 3) for students who are beginner 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. **Prerequisites:** *Placement is determined through multiple data points including a GM scaled score, GLE, Lexile Interval that falls between: BR - 700L, and/or other reading data points.*

### Reading Skills Foundations B (6- 8)

(570340)

An intensive reading intervention class (Tier 3) for students requiring support in acquiring foundational and developmental reading skills and strategies, along with developing writing to learn skills. Students enrolled here are not served in a special education class or are placed here due to language acquisition barriers. Instruction will focus on phonics, decoding multisyllabic words, vocabulary development and the skills necessary to advance in reading and writing. **Prerequisites:** *Placement is determined through multiple data points including a GM scaled score, GLE, Lexile Interval that falls between: >650L - 900L, and/or other reading data points.*

### Reading Strategies D (6-8)

(570420)

An intervention reading class (Tier 2) for students who require additional support to achieve grade level proficiency in reading and writing. Instruction will focus on comprehension, metacognitive strategies and development of writing skills to support reading acquisition. **Prerequisites:** *Placement is determined through multiple data points including a GM scaled score, GLE, Lexile Interval that falls between: >650L - 900L, and/or other reading data points.*

### 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 6<sup>th</sup>-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.

#### Jr. Exploratory Dance (6)

Year  
Semester

(690090)

(690091)

Quarter (690099)  
A dance class for 6th grade students in a secondary setting. Students will develop skills and understanding of the grade level dance core standards.

Jr. Dance 1A (Beginning 1) (grades 6-8) Semester (499991)  
Quarter (500009)

This is a beginning level dance course which builds dance knowledge and skill in technique, improvisation, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. No prerequisite is required.

Jr. Dance 1B (Beginning 2) (grades 6-8) Semester (499992)  
Quarter (500019)

This is a beginning level dance course which continues to build dance knowledge and skill. Students will learn and apply choreographic principles while creating their own dance studies. The prerequisite for this course is Jr. Dance 1A or, by audition.

Jr. Dance 2A (Intermediate 1) (grades 7-8) Semester (499993)

This is an intermediate level dance course which builds dance knowledge and skill in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. The prerequisite for this course is Jr. Dance 1B or, by audition.

Jr. Dance 2B (Intermediate 2) (grades 7-8) Semester (499994)

This is an intermediate level dance course which builds on dance knowledge gained in IIA. You will advance your technique and understanding of choreographic principles while preparing for performances. The prerequisite for this course is Jr. Dance 2A or, by audition.

Jr. Beginning Social Dance (grades 6-8) Year (500300)  
Semester (500301)  
Quarter (500309)

Introduces students to a wide variety of basic social dances from different places and time periods throughout the world. Students will develop skills in social dance techniques, rhythms, dance steps, styles, and qualities of moving and partnering.

JH. Dance Company (Adv. Dance) (grades 7-8) Year (500460)  
Semester (500461)  
Quarter (500469)

This is an advanced level performance-based dance course which builds dance knowledge and skill. During the year, students will choreograph, teach, and learn dances. A variety of performance opportunities are available for members of this class. Placement by audition only.

## Music

Music Foundations (grade 6-8) Semester (507001)  
Quarter (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.

Music 6 (grade 6) Semester (690051)

A music class for 6th grade students in a secondary setting. Students will develop skills and understanding of the grade level music core standards.

Exploratory Music 6 (grade 6) Semester (690061)  
Quarter (690069)

A music class for 6th grade students in a secondary setting. Students will develop skills and understanding of the grade level music core standards.

## Instrumental Music

### Orchestra

Foundation Strings (grades 6-8) Year (509000)

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.

Small Ensemble (grades 6-8) Semester (add code)

Small Ensemble Classes offer opportunities to learn solo and small ensemble experience including but not limited to Quartet and Quintets, Rock Bands, and Mariachi Ensembles; Students work in a small group setting on music concepts and styles. Consult the school music teacher for information on the small ensemble class offering.

Cadet Orchestra (grades 6-8) Year (509600)  
Semester (509601)  
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.

<u>Concert Orchestra (grades 6-8)</u>	Year	(509810)
	Semester	(509811)
	Quarter	(509819)

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

<u>Foundation Band (grades 6-8)</u>	Year	(509110)
	Semester	(509111)

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.

<u>Foundation Percussion (grades 7-8)</u>	Semester	(508301)
	Quarter	(508309)

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.

<u>Cadet Band (grades 6-8)</u>	Year	(509200)
	Semester	(509201)
	Quarter	(589209)

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.

<u>Jazz Band (grades 6-8)</u>	Year	(508000)
	Semester	(508011)

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 a 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.

<u>Concert Band (grades 6-8)</u>	Year	(509410)
	Semester	(509411)
	Quarter	(509419)

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

<u>Guitar One (grades 7-8)</u>	Semester	(508501)
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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 can play solos, duets, and ensemble pieces.

<u>Piano One (grades 7-8)</u>	Semester	(508401)
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Students learn to play simple songs on the electronic piano keyboard. Students experience the excitement of playing together with others 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.

## Vocal Music

<u>T/B Chorus (grades 6-8)</u>	Year	(510200)
	Semester	(510201)
	Quarter	(510209)

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.

<u>S/A Chorus (grades 6-8)</u>	Year	(510300)
	Semester	(510301)
	Quarter	(510309)

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 (grades 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 (grades 6-8) Year (510400)

Semester (510401)

Quarter (510409)

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 (grades 6-8) Year (510910)

Semester (510911)

Quarter (510919)

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 the 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.

Drama 6 (grade 6) Semester (520001)

Quarter (520009)

In this hands-on, exploratory course, students will dive into the creative aspects of what makes theatre so exciting! With an emphasis on imagination, students will explore acting and characterization, improvisational techniques, and technical theatre design processes; all focused on gaining a greater understanding of this highly collaborative art form.

Exploratory Drama 6 (grade 6) Quarter (69039)

In this hands-on, exploratory course, students will dive into the creative aspects of what makes theatre so exciting! With an emphasis on imagination, students will explore acting and characterization, improvisational techniques, and technical theatre design processes; all focused on gaining a greater understanding of this highly collaborative art form.

Exploratory Drama 7 (grade 7) Semester (690041)

Quarter (690049)

In this hands-on, exploratory course, students will dive into the creative aspects of what makes theatre so exciting! With an emphasis on imagination, students will explore acting and characterization, improvisational techniques, and technical theatre design processes; all focused on gaining a greater understanding of this highly collaborative art form.

Theatre 1 (grades 6-8) Year (520100)

Semester (520101)

Quarter (520109)

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)

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.

## Elective Courses

Musical Theatre (grades 6-8) Year (520400)

Semester (520401)

Quarter (520409)

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.

Stage Crew (Grade 7-8) Year (691060)

Semester (691061)

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.

Drawing 6 (grade 6) Semester (689901)

An art class for 6th grade students in a secondary setting. Students will develop skills and understanding of the grade level art core standards.

Exploratory Art 6 (grade 6) Semester (689919)

An art class for 6th grade students in a secondary setting. Students will develop skills and understanding of the grade level art core standards.

Exploratory Art 7 (grade 7) Semester (690001)

Quarter (690009)

This course is designed to provide a broad overview of some basic visual art skills using different art mediums, related materials and concepts.

Art Foundations 1 (grades 6-8) Semester (501001)

Quarter (501009)

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)

Quarter (501309)

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

Advanced Foundations 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

Advanced Foundations 1C: Traditional 3D (grades 7-8) Semester (501321)

Quarter (501329)

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

1C Traditional 2D – Painting (grades 7-8) Quarter (501029)

This course is designed to provide a broad overview of some basic visual art skills using different art mediums, related materials and concepts. Foundation I.

Media Arts (grades 7-8) Semester (504101)

A beginning level media arts course that builds film making knowledge and skill including experience in the four basic phases of Film Making.

## **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.

### 6<sup>th</sup> Grade PE 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.

### 7<sup>th</sup> Grade PE 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.

### 8<sup>th</sup> Grade PE 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 Semester

#### Health Education I (Grades 7<sup>th</sup>-8<sup>th</sup>)

(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.

## **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.

### Mathematics Grade 6    **Year**

(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    **Year**

(575910)

In 6<sup>th</sup> 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 6<sup>th</sup> Grade Core Curriculum should be included in the 6<sup>th</sup> Grade Honors Curriculum. The Honors course includes extra depth on core standards and prepares students for acceleration during their 7<sup>th</sup> Grade year.

### Mathematics Grade 7    **Year**

(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    **Year**

(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 on core standards and increases the depth of rigor to prepare students for Secondary Math 1 - Secondary Math 3 Extended courses and AP courses.

Mathematics Grade 8      Year (576400)

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling and association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) graphing the concept of a function and using functions to describe qualitative relationships; (3) 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      Year (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 on core standards and increases the depth of rigor to prepare students for Secondary Math 1 - Secondary Math 3 Extended courses and AP courses.

Secondary Mathematics I Extended      Year (577100)

The fundamental purpose of Mathematics I Honors is to formalize and extend the mathematics that students learned in the middle grades. This course will compact Secondary I topics to allow time to cover Pre-Calculus topics including vectors and matrices. The critical areas of Secondary I, 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 I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Another unit in the course ties together the algebraic and geometric ideas studied. Students who continue in the Honors track will be prepared for Advanced Placement Calculus their senior year of high school. 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. *A graphing calculator is recommended.*  
*Prerequisite: 8<sup>th</sup> Grade Mathematics Honors*

## 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      Year (590910)

The 6<sup>th</sup> 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      Year (600000)

The 7<sup>th</sup> 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      Year (600400)

The 8<sup>th</sup> 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      Year

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      Year

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 6<sup>th</sup> grade (required) (Year)

(584300)

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 6<sup>th</sup> grade (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 6<sup>th</sup> grade (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 6<sup>th</sup> grade (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 7<sup>th</sup> 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 7<sup>th</sup> 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 7<sup>th</sup> (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.

### Utah Studies Extended 7<sup>th</sup> grade (Semester)

(583501)

This elective course allows students to revisit topics from the Utah Studies course in more depth. Students will have an opportunity to further

strengthen their skills in the social studies disciplines of economics, geography, history, and civics. This in-depth study will offer an opportunity for students to learn about their families and cultures as well as those of others. Students should take this course 2<sup>nd</sup> semester AFTER they have completed the Utah Studies core class.

United States History I 8th grade (required) (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 (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 (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 the Granite District, world languages are elective subjects. French, Spanish, German, Italian, Latin, Chinese, Japanese, and American Sign Language (ASL) are offered in various secondary schools throughout the district. During the six-year sequence, students learn to use the language through interpersonal, presentational, and interpretive modes of communication. They are also instructed in the cultural products, practices, and perspectives 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. Students in dual immersion programs can continue their study through the 12<sup>th</sup> grade by passing the AP exam and enrolling in CE Bridge courses.*

*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 should begin study in the 7th grade and continue through the 12th grade. Under special circumstances, after counseling and with approval of the principal, a third-year world language course may be substituted to meet a student's 12th grade English requirement.*

French 1 (grades 7-8) 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, talk 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 7-8) 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 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. *For Dual Language Immersion (DLI) students only.*

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)*

DLI French Culture, History and Media A (grades 7-8) Semester

(560360)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

DLI French Culture, History and Media B (grades 7-8) Semester

(560361)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

DLI French Culture, History and Media C (grades 7-8) Semester

(560362)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

DLI French Culture, History and Media D (grades 7-8) Semester

(560364)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

German 1 (grades 7-8) Year

(560600)

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, talk 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 German-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice Mid.

German 2 (grades 7-8) Year

(560650)

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 German-speaking countries are taught through reading selections. The end-of-year proficiency target is Novice High. *Prerequisite: German 1 (560600) or equivalent*

Spanish 1 (grades 7-8) 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, talk 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 7-8) 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 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

(584350)

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. *For Dual Language Immersion (DLI) students only.*

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)*

DLI Spanish Culture, History and Media A (grades 7-8) Semester

(561200)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

DLI Spanish Culture, History and Media B (grades 7-8) Semester

(561210)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

DLI Spanish Culture, History and Media C (grades 7-8) Semester

(561220)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

DLI Spanish Culture, History and Media D (grades 7-8) Semester

(561230)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

Spanish for Heritage Speakers 1 (grades 7-8) 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 Heritage Speakers 2 (grades 7-8) 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.

Chinese 1 (grades 7-8) 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 7-8) 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 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

(584350)

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. *For Dual Language Immersion (DLI) students only.*

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)*

DLI Chinese Culture, History and Media A (grades 7-8) Semester

(561500)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

DLI Chinese Culture, History and Media B (grades 7-8) Semester

(561501)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

DLI Chinese Culture, History and Media C (grades 7-8) Semester

(561521)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

DLI Chinese Culture, History and Media D (grades 7-8) Semester

(561531)

In this course, students will compare 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. *For Dual Language Immersion (DLI) students only.*

### Chinese for Heritage Speakers 1 (grades 7-8) Year

(562900)

This course is intended for students whose first language or home language is Chinese. It is designed to improve the literacy (reading and writing) skills of these students in their native or heritage language and give them a deeper understanding of Chinese culture. Students will write extensively, read literature, give presentations, and participate in debates to improve their proficiency in the interpersonal, interpretive, and presentational modes of communication. The end-of-year proficiency targets are Intermediate Low for Speaking, Novice High for Reading, Novice Mid for Writing and Intermediate Mid for Listening.

## **Multilingual Learners and Educational Equity**

### Newcomers School Skills (grades 6-8) District Tumaini Program Only

(691511)

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.

### English Language Development (ELD) Level 1 (grades 6-8)

(571550-571552)

This course develops oral and reading communication skills for students who speak limited or no English. This class focuses on English social and instructional language in academic settings, developing foundational literacy and conventions skills, interpret and express information, ideas, and concepts necessary for academic success.

### English Language Development (ELD) Level 2 (grades 6-8)

(571600-571602)

This course develops oral and reading communication skills for students who speak limited English. This class focuses on English social and instructional language in academic settings, developing foundational literacy and conventions skills, interpret and express information, ideas, and concepts necessary for academic success.

### English Language Development (ELD) Level 3 (grades 6-8)

(571650)

This course develops oral and reading communication skills for students who speak limited academic English. This class focuses on English social and instructional language in academic settings, developing foundational literacy and conventions skills, interpret and express information, ideas, and concepts necessary for academic success.

## **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  
English 8  
English 9

(660000)  
(660200)  
(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 connections 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.

## **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.