



# Green Bay Area Public School District

*Engagement. Equity. Excellence.*

## MIDDLE SCHOOL

(Grades 6-8)

Course Book and Planning Guide  
2023-2024 School Year



*This information is available online at [www.gbaps.org](http://www.gbaps.org)*

## **INFORMATION AND TELEPHONE ASSISTANCE AVAILABLE**

*Any student or parent may contact one of the counselors or administrators for assistance in career planning or course selections. This information may also be found on the school district's website, [www.gbaps.org](http://www.gbaps.org)*

### **DR. ROSA MINOKA-HILL SCHOOL (K-12)**

Main Office: (920) 448-2150

### **EAST HIGH SCHOOL**

Main Office: (920) 448-2090

Student Services: (920) 448-2092

### **JOHN DEWEY ACADEMY OF LEARNING**

Main Office: (920) 272-7074

### **NORTHEAST WISCONSIN SCHOOL OF INNOVATION**

Main Office: (920) 272-7658

### **PREBLE HIGH SCHOOL**

Main Office: (920) 391-2400

Student Services: (920) 391-2402

### **SOUTHWEST HIGH SCHOOL**

Main Office: (920) 492-2650

Student Services: (920) 492-2652

### **WEST HIGH SCHOOL**

Main Office: (920) 492-2600

Student Services: (920) 492-2602

### **ALDO LEOPOLD COMMUNITY SCHOOL (K-8)**

Main Office: (920) 448-2140

Student Services: (920) 448-2140

### **EDISON MIDDLE SCHOOL**

Main Office: (920) 391-2450

Student Services: (920) 391-2452

### **FRANKLIN MIDDLE SCHOOL**

Main Office: (920) 492-2670

Student Services: (920) 492-2672

### **LEONARDO DA VINCI SCHOOL FOR GIFTED**

#### **LEARNERS (K-8)**

Main Office: (920) 448-2135

### **LOMBARDI MIDDLE SCHOOL**

Main Office: (920) 492-2625

Student Services: (920) 492-2627

### **RED SMITH SCHOOL (K-8)**

Main Office: (920) 391-2425

Student Services: (920) 391-2510

### **WASHINGTON MIDDLE SCHOOL**

Main Office: (920) 448-2095

Student Services: (920) 448-2097

#### **Interpreters are available to assist parents**

**Spanish:** Marliet Perez-Guerrero (920) 448-7347

Jeanette Konwinski (920) 272-7010

**Somali:** Abdul Nur (920) 272-7647

**Hmong:** Jouabee Lor (920) 492-2661

**Karen:** Tha Dah (920) 518-3548

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## **ACADEMIC CORE COURSES**

The middle level program provides a portion of time known as an academic core, where students study the subjects of English language arts, mathematics, science, and social studies.

Reading is also recognized as a major process by which students learn and, consequently, is part of instruction used by each teacher in each subject at each grade level.

Students in the sixth grade academic core also have designated reading time. Instruction in the seventh grade academic area is geared to meet individual needs. Instruction in the eighth grade academic area is geared toward assisting students in making the transition from middle school to high school. Academic core courses meet every day all year.

## **EXPLORATORY COURSES**

The middle level program offers a portion of time to explore various areas of study. Included in these areas are some required exploratory courses and many elective exploratory courses. These courses offer students the chance to explore their career interests and begin the career planning process. In most cases, these courses, whether required or elective, meet every other day all year. Study halls are assigned during periods when classes are not scheduled.

## CO-CURRICULAR ACTIVITIES

This page lists many school/community activities that are available to middle school students. This is not an all-inclusive list and the activities available are subject to change. Participation in co-curricular activities has been cited in numerous studies as very important in developing lifelong and job related skills such as teamwork, self-motivation, problem solving, creativity, and self-discipline.

### ATHLETIC AND INTRAMURAL AT INDIVIDUAL SCHOOLS

Basketball – Boys (6-8)  
Basketball – Girls (6-8)  
Cross Country – Boys (6-8)  
Cross Country – Girls (6-8)  
Football (7-8)  
Soccer (6-8)

Softball – Girls (6-8)  
Track and Field – Boys (6-8)  
Track and Field – Girls (6-8)  
Volleyball – Girls (7-8)  
Wrestling (6-8)

### CLUBS AT ALL SCHOOLS

Leadership Club  
Musical  
Student Council

Running Strength Conditioning Club  
Swing Show Choir  
Yearbook

### CLUBS AT INDIVIDUAL SCHOOLS

Art Club  
Aviators Club  
Archery Club  
Battle of the Books  
Board Game Club  
Book Club  
Bowling Club  
Cards Club  
Chamber Orchestra (7-8)  
Chess Club  
Circle of Friends  
Community Club  
Crochet Club  
Dance Team  
DECA\*  
Destination Imagination  
Disk Golf  
Dungeons & Dragons Club  
FBLA\*  
FFA\*  
Flag Football  
French Club  
Forensics

Food Preservation Club  
Future Educators of America  
Gaming Club  
Garden Club  
Gay/Straight Alliance  
Geography Bee  
Going Green  
Harry Potter Club  
Homework Club  
History Bee  
IB Buzz  
Indoor Soccer  
Jazz Band  
Junior National Honor Society  
Leadership Club  
Library Media Aide  
MAC Scholars  
Marching Band  
Math Counts  
Memory Club  
National History Day  
Newspaper Club  
Oneida YES

Peer Mediation  
Play  
Pops Orchestra  
Raptor 99 Club  
Robotics Club  
Running/Walking Club  
School Socials  
School Store  
Science Fair  
Scrapbooking Club  
Sign Language Club  
Skills USA\*  
Solo & Ensemble  
Spelling Bee  
Sting Cancer  
Talent Show  
Tech Ed Club  
Technical Crew  
Tennis  
Transformer Club  
WEB (Where Everybody Belongs)

*\*Career and Technical-Related Student Club Activities.*

## Academic and Career Planning Conferences

Academic and Career Planning Conferences are a key ingredient of the student planning process. School Counselors direct this opportunity to assist students in the planning, monitoring, and managing of their academic, career, and personal development. Through these activities, students are encouraged and given opportunities to set and evaluate their educational and career goals and make connections to activities that will support goal achievement.

Academic and Career Planning conferences are scheduled for all 8<sup>th</sup> grade students and include both students and parents. Topics discussed include student's individual learning plan, transitioning to high school, academic and career goals, course selection based on goals and other opportunities.

## Career Clusters Prepare All Students for the Future

Career clusters link what students learn in school with the knowledge and skills they need for success in the future. Career clusters identify pathways from high school to technical, two and four-year colleges, graduate school, and the workplace, so that students can learn in school what they can do in the future. This connection to future goals motivates students to work harder and enroll in rigorous courses.

Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills.

*"Our 16 broad career clusters will help students enhance the link between the knowledge they acquire in school and the skills they need to pursue their dreams. Without limiting students, career clusters help them focus on an area of interest or a possible career path."*

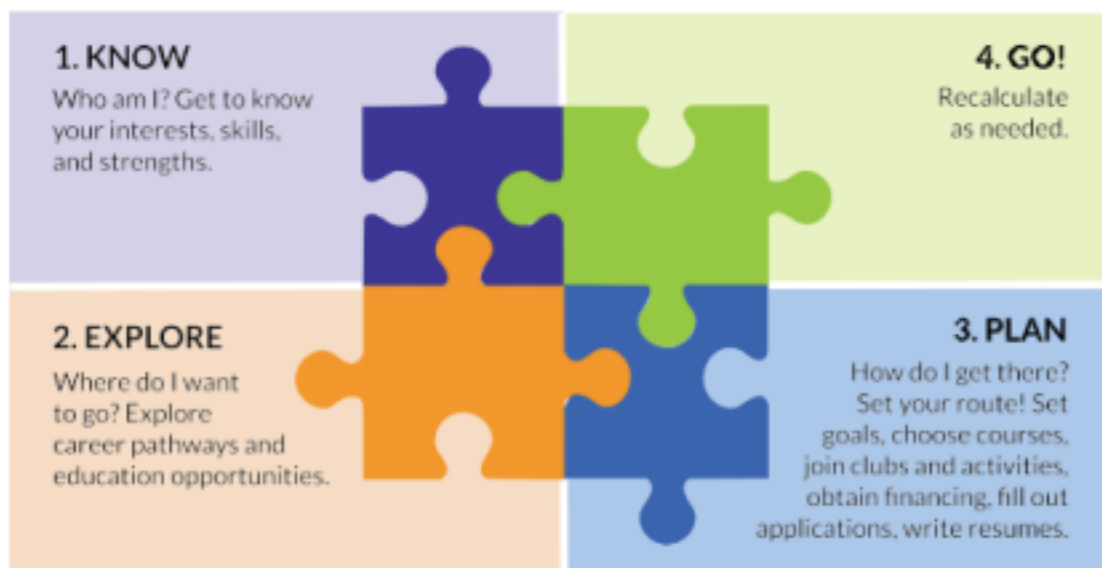
~Richard W. Riley, former U.S. Secretary of Education

These 16 career clusters represent all career possibilities. They are an ideal way to organize course selection and student work-related experiences. Understanding career clusters prepares students for a wide range of careers in the 21<sup>st</sup>-century economy by helping students achieve academic success and improved employment outcomes. For more information on career clusters and pathways, see your school counselor.

# College, Career, and Community Ready Academic and Career Planning



## 4 Stages to Successful Academic and Career Planning (ACP)



Academic and Career Planning (ACP) is a student's journey to develop awareness of self, through exploration and collaboration with parents, educators, and mentors, opening the door to endless possibilities.


The ACP process encompasses the activities, instruction, resources, experiences, and opportunities provided by the school district in partnership with our community to assist students in developing and implementing a plan for their academic and career future.

Tools to support ACP:


- Online Tools: Xello, Infinite Campus, Parchment
- Testing Results: PALS, STAR, State testing, ACT-Aspire, PSAT, ACT, WorkKeys
- Course opportunities: AP, IB, Dual Credit, Online, Project-based, Specialized Programs & Schools
- Work-based learning experiences
- Community involvement
- Academic and Career Planning Conferences


## THE 16 CAREER CLUSTERS


The Green Bay Area Public School District is developing programs of study around these 16 career clusters. Students should speak with their School Counselor if they have questions about career clusters or programs of study.

 **AGRICULTURE, FOOD & NATURAL RESOURCES**  
*The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.*  
**Related Pathways:** *Food Products and Processing Systems; Natural Resources Systems; Plant Systems; Environmental Service Systems; Animal Systems; Agribusiness Systems; Power, Structural & Technical Systems*


 **ARCHITECTURE & CONSTRUCTION**  
*Careers in designing, planning, managing, building, and maintaining the built environment.*  
**Related Pathways:** *Design/Pre-Construction; Maintenance/Operations; Construction*


 **ARTS, A/V TECHNOLOGY & COMMUNICATION**  
*Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts, design, journalism, and entertainment services.*  
**Related Pathways:** *Audio and Video Technology and Film; Performing Arts; Printing Technology; Journalism and Broadcasting; Visual Arts; Telecommunications*

 **BUSINESS MANAGEMENT & ADMINISTRATION**  
*Encompasses planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.*  
**Related Pathways:** *Administrative Services; Human Resource Management; Business Information Management; Operations Management; General Management*

 **EDUCATION & TRAINING**  
*Planning, managing, and providing education and training services, and related learning support services.*  
**Related Pathways:** *Administration and Administrative Support; Professional Support Services; Teaching/Training*

 **FINANCE**  
*Planning, services for financial and investment planning, banking, insurance, and business financial management.*  
**Related Pathways:** *Accounting; Insurance; Banking Services; Securities and Investments; Business Finance*

 **GOVERNMENT & PUBLIC ADMINISTRATION**  
*Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.*  
**Related Pathways:** *Governance; Revenue and Taxation; National Security; Regulation; Foreign Service; Public Management and Administration; Planning*

 **HEALTH SCIENCE**  
*Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.*  
**Related Pathways:** *Therapeutic Services; Support Services; Diagnostics Services; Biotechnology Research and Development; Health Informatics*





## **HOSPITALITY & TOURISM**

*Encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.*

*Related Pathways: Restaurants and Food/Beverage Services; Travel and Tourism; Lodging; Recreation, Amusements, and Attractions*



## **HUMAN SERVICES**

*Preparing individuals for employment in career pathways that relate to families and human needs.*

*Related Pathways: Early Childhood Development and Services; Personal Care Services; Counseling and Mental Health Services; Consumer Services; Family and Community Services*



## **INFORMATION TECHNOLOGY**

*Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.*

*Related Pathways: Network Systems; Web and Digital Communications; Information Support and Services; Programming and Software Development*



## **LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY**

*Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.*

*Related Pathways: Correction Services; Law Enforcement Services; Emergency and Fire Management Services; Legal Services; Security and Protective Services*



## **MANUFACTURING**

*Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.*

*Related Pathways: Production; Quality Assurance; Manufacturing Production Process Development; Logistics and inventory Control; Maintenance, Installation and Repair; Health, Safety, and Environmental Assurance*



## **MARKETING**

*Planning, managing, and performing marketing activities to reach organizational objectives.*

*Related Pathways: Marketing Communications; Merchandising; Marketing Management; Professional Selling; Marketing Research*



## **SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS**

*Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.*

*Related Pathways: Engineering and Technology; Science and Math*



## **TRANSPORTATION, DISTRIBUTION & LOGISTICS**

*Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water, and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.*

*Related Pathways: Transportation Operations; Facility and Mobile Equipment Maintenance; Logistics Planning and Management Services; Sales and Service; Warehousing and Distribution Center Operations; Health, Safety and Environmental Management; Transportation Systems/Infrastructure Planning, Management and Regulation*

# **SPECIALTY SCHOOLS AND PROGRAMMING**



# FRANKLIN MIDDLE SCHOOL



## International Baccalaureate (IB) – Middle Years Programme (MYP)

Franklin Middle School is the area's first Middle Years International Baccalaureate (IB) School. This programme provides students rigorous instruction wrapped in global awareness and authentic learning opportunities. Students successful in the completion of the MYP earn high school credit and are well prepared for high school, advanced coursework (including the Diploma Programme at West High School) and have a solid foundation for post-secondary education.

### What is the IB Middle Years Programme?

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and become critical and reflective thinkers.

### The Curriculum

The programme consists of eight subject groups integrated through six global contexts that provide a framework for learning within and across the subjects. Students are required to study their native language (language and literature), a second language (language acquisition), social studies (individuals and societies), sciences, mathematics, arts, physical and health education, and design. In the final year of the programme, students also engage in a community project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

The curriculum is illustrated by the programme model below with eight academic areas or subject groups surrounding the global contexts and the learner profile.



## Assessment

Assessment is criterion based, so students around the world are measured against specified criteria for each subject group. Teachers set assessment tasks that are measured internally in the school.

**For more information on the comprehensive K-12 International Baccalaureate Programmes ([www.ibo.org](http://www.ibo.org)) offered only through Green Bay Area Public Schools, contact:**

### **Diploma Programme – Green Bay West High School – (920) 492-2600**

Grades 11 and 12

- Michelle Jacobson, Principal
- Stephanie Bielen, IB Coordinator
- Sarah Schultz, IB School Counselor

### **Middle Years Programme – Green Bay West High School – (920) 492-2600**

Grades 9 and 10

- Michelle Jacobson, Principal
- Andrew Evenson, IB Coordinator

### **Middle Years Programme – Franklin Middle School – (920) 492-2670**

Grades 6 – 8

- Greg Lundin, Principal
- Jennifer Burgraff, IB Coordinator
- Brooke Rousseau, IB School Counselor

### **Primary Years Programme – Chappell Elementary School – (920) 492-2630**

Grades K – 5

- Kris Worden, Principal
- Jackie Brosteau, IB Coordinator



# A Project-Based Learning Charter School “Learning by Doing!”

Are you excited to research what interests you?  
Are you passionate about learning, ready to take on the future and make an impact in it?

John Dewey Academy of Learning (JDAL) offers an innovative choice for 6<sup>th</sup> – 12<sup>th</sup> grade students in the Green Bay Area Public School District. JDAL provides students with the opportunity to thrive in a collaborative, interdisciplinary, and technology-rich learning environment. Students engage with the world outside the classroom walls by delving into the exciting world of partnerships with Green Bay area organizations and businesses. Students take ownership of their learning by synthesizing authentic projects that focus on topics relevant to their lives. JDAL students have the opportunity to do a Project-Based Learning path, an Online-Learning path, or a Blended path to meet the requirements for graduation.

In addition to offering innovative academic instruction, JDAL places special emphasis on the development of close relationships among students, teachers, and community members. Every day, teachers meet with their advisories to work on interpersonal skills and community building. JDAL places less distinction on grade levels and focuses on developing an inclusive school community.

The mission of JDAL is to provide students with a rigorous project-based curriculum and a safe caring community in which to learn. By developing the whole person – academically, professionally, and personally – JDAL will assist students in reaching their full potential.

## **Community Principles:**

- Be Motivated
- Be Responsible
- Be Positive
- Be Respectful

## **PROJECT-BASED LEARNING PATH**

Educators at the John Dewey Academy of Learning believe that learning is active. Learners come to school to get involved in things and participate in a community, which gives them real, guided experiences that increase their capacity to meet their full potential. (Paraphrased from John Dewey, Experience and Education, 1938)

Educators at the John Dewey Academy of Learning believe that learners should be involved in real-life tasks and challenges. Students should have a hand in choosing and designing these tasks. They should be involved in bringing the learning to life. They should be actively involved in the assessment of their learning.

Educators at the John Dewey Academy of Learning believe that they function as mentors and coaches. They encourage the learner to think deeply and critically, and lovingly about their passions. They help students construct meaningful, focused, rich lines of inquiry. They guide students to choose learning targets and learning experiences that will result in meaningful lifelong learning. They conduct students through continuity in learning, assisting learners to include areas in which they need to develop. They help students focus on content and process. They help students assess themselves for two purposes:

- To evaluate the rigor and quality of their products
- To provide continuity for the next learning

## **Project-Based Learning (PBL) students:**

- Are interested in project-based learning
- Are independent, self-directed learners
- Have an area of passion that cannot be met in a traditional school setting
- Are open to a new model of learning
- Are interested in using technology
- Have a willingness to learn time management and independent work skills
- Demonstrate appropriate maturity level to work with peers/adults and are coachable
- Persevere to reach independent goals
- Are capable of reflecting on their work and assessing their learning and skills



## ONLINE LEARNING PATH

Students in 9<sup>th</sup>-12<sup>th</sup> grade are enrolled in 2-4 courses at a time, throughout the year, equaling a total of 5-6 credits per year. ALEKS math, a web-based math assessment and learning program used by JDAL students, should be chosen as the online site for completing math courses. The online advisor is assigned to the students to guide their learning, set deadlines, determine coursework necessary for post-secondary options, conduct check ins, and offer any assistance needed for completing learning. Face-to-face time with the advisor could be online or in person based on the student's needs. Students would have an additional credit (150 hours) of service learning to complete the 23 credits necessary for graduation from John Dewey Academy of Learning (JDAL).

Students have the opportunity to participate in any of the enrichment seminars, workshops, or field experiences offered at JDAL, with the potential of earning credit in the content areas. Junior and senior year will include the creation of a capstone portfolio of work that would be a culmination of the interest courses chosen throughout the years, in addition to their goals for post-secondary education. Students will have the opportunity to take their learning into the community to get further hands-on experience and job shadowing in those areas of interest as part of the learning documented in their portfolios. Students will be provided a device, charger, and kajeet for Wi-Fi.

### Online Students:

- Are independent learners
- Are capable of staying on task with minimal adult directives
- Learn best by reading
- Are organized
- Are good at meeting deadlines

### Credit Earning:

Grade 8            5 Middle School credits

*(Credits earned in grade 8 apply towards graduation as electives only if earned in higher-level math, health, or foreign language.)*

Grade 9            5 credits

Grade 10          6 credits

Grade 11          6 credits

Grade 12          6 credits

### The following credits are required for graduation:

- English Language Arts                    4 credits
- Mathematics                                3 credits
- Social Studies                               3 credits
- Science                                        3 credits
- Health                                         0.5 credit
- Physical Education                        1.5 credits
- Personal Financial Literacy            0.5 credit
- Service Learning                          1 credit

- ❖ Students must correctly answer at least 65 of 100 questions identical to the U.S. Citizenship Test in order to graduate from a WI public, charter, or private school participating in a parental choice program.

For PBL students, logging 75 hours of learning plus performance at the level of competency or above earns .5 credit. Logging 150 hours of learning plus performance at the level of competency or above earns 1 credit. A student could complete a math credit in less than 150 hours when the student demonstrates proficiency with the ALEKS Math course.

Math literacy is developed through ALEKS, individual work, and workshops. English language literacy is developed through literacy circles, writing workshops, and Achieve3000. Project-Based Learning is used for independent work, seminars, workshops, field experiences, and research.

Learning at JDAL will culminate with a Senior Capstone Project. The Capstone Project is a required, in-depth, community and career-focused project, worth 3 credits.

### Enrollment:

The process for enrollment includes a tour, student shadow day, and completion of appropriate district enrollment forms. If interested in learning more about JDAL's program offerings, please discuss with your school counselor and contact JDAL at (920) 272-7074. John Dewey Academy of Learning is located at 701 Cherry Street, Green Bay, WI 54301.



## Northeast Wisconsin School of Innovation

“Where learning is the constant and time is the variable”

### Engage - Educate - Empower College - Workforce - Community

The educational experience of Northeast Wisconsin School of Innovation (N.E.W. Innovation) is to prepare students for college, workforce, and life. Our unique learning experience provides a relevant and meaningful college and career preparatory education focused on the whole child. N.E.W. Innovation provides a choice for students in Green Bay Area Public schools, as well as students from Northeast Wisconsin in grades 7-12.

With this in mind, the school is designed to provide an innovative and supporting education setting for students, to increase graduation rates, as well as the overall career and college readiness by working collaboratively with Northeast Wisconsin Technical College and the University of Wisconsin-Green Bay.

N.E.W. Innovation will assure strong vocational education by incorporating career pathways and content into course work and student experiences. Students will benefit from individualized learning plans designed to ensure their needs are met and skill gaps identified are addressed continuously instead of waiting until the end of the semester or school year.

#### Mission

The mission of Northeast Wisconsin School of Innovation is to meet all students where they are at, guide them to where they need to be, and help them get to where they want to go.

#### Vision

Utilizing personalized learning and engaged citizenship, all students will be prepared to successfully transition to post-secondary school, the high demand careers of tomorrow, and become vital members of our community.

Additionally, the school’s academic and support systems will create an environment that fosters civic engagement. Each student will participate in *Launch* daily. *Launch* provides students an opportunity to start each day with nutrition, engage in meaningful conversation, and offer support and encouragement to peers. In addition, *Launch* eases students into school in a welcoming environment rather than an academic class. The principal, teachers, and support staff will create curricular activities to intentionally build an educational community to support student behavior, 21<sup>st</sup> century job skills, social emotional health and lifelong learning.

N.E.W. Innovation opened in the Fall of 2019. N.E.W. Innovation is the result of the Green Bay Area Public School District’s very successful pilot program, The Academy, which has been located at East High School and serves students at-risk of not graduating.

*“It was not a lack of effort or support keeping our daughter from succeeding. However, for her it needed to be different. The program gave her everything she needed to start exactly where she was, and move forward. It provided the environment, the pace and the support necessary.”*

*– Parents of an Academy graduate*

## N.E.W. Innovation Students

N.E.W. Innovation is designed for the success of all students. In order to achieve this goal, N.E.W. Innovation is committed to meet every child at their current academic and social emotional level.

N.E.W. Innovation has structures in place to support students who:

- Need more time and supports to ensure an innovative education experience;
- Want to become engaged, independent, and self-directed learners;
- Have chosen and are committed to attend N.E.W School of Innovation and NWTC on Fridays as part of their education;
- Would benefit from a smaller personalized student-centered learning environment;
- Want opportunities to explore areas of passion or strengths;
- Have an adult, parent, and/or champion to support them;
- Demonstrate a mismatch between their ability and performance;
- Want learning to be meaningful to them and to engage in their community.

### Proficiency-Based Learning Pathway

“How do students earn a high-school diploma?”

In a proficiency-based system, students earn their diploma by demonstrating mastery of skills and content. Mastery can be demonstrated through multiple venues, including (but not limited to) teacher-designed assessments, written papers, presentations, portfolios, or projects. The specific requirements are determined by local policy, but must represent the content standards adopted by the Wisconsin Department of Instruction in the curriculum areas of:

- Literacy
- Mathematical content and practices
- Scientific inquiry and content knowledge
- Global citizenship
- Physical education
- Health
- Artistic/Technical expression
- Guiding principles

### Our Four Guiding Principles

In addition to our subject graduation standards, our graduates will embody the following four guiding principles and transition to postsecondary life with the skills to be:

- **A creative and practical problem solver**, who recognizes a problem and uses their resources to find and test possible solutions. They use this problem-solving process to help them shape their beliefs and understanding of the world.
- **A purposeful and effective communicator**, who can write and speak clearly to a variety of audiences. Using technology, they enhance and share ideas effectively and respectfully.
- **A responsible and engaged citizen**, who recognizes how history has shaped their community while exploring ways to create a better world. They seek out and address injustice by understanding, respecting, and valuing diversity.
- **A self-directed and lifelong learner**, who continuously looks for opportunities to learn and grow by setting and achieving personal goals. They understand how to effectively learn and work with others.

### Enrollment

As a charter school, parents and students must choose to attend the school through the District’s intra-district transfer process or open enrollment for non-district resident students.

Learn more about the intra-district process at [www.gbaps.org/why\\_choose\\_gbaps/intra-district\\_transfer](http://www.gbaps.org/why_choose_gbaps/intra-district_transfer).

The process for enrollment includes an orientation and completion of appropriate district enrollment forms. If interested in learning more about the unique programming that N.E.W. Innovation offers, please discuss with your school counselor or social worker, visit the school website at <https://newinnovation.gbaps.org/>, and/or contact N.E.W. Innovation at (920) 272-7658.



# Agriculture, Food, & Natural Resources

In AFNR, you will have the opportunity to pursue animal, plant, food or natural resource pathways. In plant sciences you will have the opportunity to work in the school greenhouse and learn about landscape design and how plants can be utilized to create spaces for client needs. In addition to plants, this pathway explores the production of food. It also looks at how natural resources can be developed, used, maintained, and managed for use in our society. Animal sciences provides you with the foundation you need to work with animals. You will learn about nutrition, disease, prevention and treatment, and how to work with and manage a wide variety of animals.











### Career Opportunities:

Horticulturist, Agricultural Manager, Forester, Natural Resource Officer, Aquaculture Management, Veterinary Medicine, Biology, Wildlife Management and Resource Conservation



**Potential to Earn:**  1 Industry Certification  14 College Credits

## Course Work in this Career Pathway

|   |   |   |   |  |
|---|---|---|---|--|
| <b>Middle School Career Exploration Courses</b>           | <b>Plant Science</b><br>Grades 7 or 8   | <b>Natural Resources</b><br>Grades 7 or 8   | <b>Animal Science</b><br>Grades 7 or 8  |  |
| <b>Intro-Level Courses</b>                                | <b>Landscape, Floriculture &amp; Greenhouse</b><br>Grades 9-12  | <b>Wisconsin Natural Resources</b><br>Grades 9-12   | <b>Biotechnology</b><br>Grades 10-12  | <b>Small Animal Vet Science</b><br>Grades 9-12   |
| <b>Specialized Courses</b>                                | <b>Advanced Plant Science &amp; Design DC</b><br>Grades 11-12  | <b>Global Conservation Perspectives</b><br>Grades 9-12  | <b>Sustainable Agriculture DC</b><br>Grades 11-12  | <b>Large Animal Vet Science DC</b><br>Grades 10-12  |
| <b>Capstone Courses</b>                                   | <b>Youth Apprenticeship</b><br>Grades 11-12                    | <b>Urban Agriculture and Food Production DC</b><br>Grades 11-12  | <b>Advanced Veterinary &amp; Animal Sciences</b><br>Grades 11-12  |  |
| <b>Additional Recommended Courses for 4-Year Programs</b> | <b>AP Biology or IB Biology</b>                                | <b>AP Chemistry or IB Chemistry</b>                              | <b>Environmental Science DC</b>                    |  |

AP – Advanced Placement

DC – Dual Credit

IB – International Baccalaureate

# Architecture and Construction

**E**very home, every business, and every structure is the product of skilled construction professionals. If you enjoy working with your hands and seeing the results of your work, this area may be for you. You'll learn carpentry skills and remodeling techniques. You'll have the chance to master a wide range of hand tools and power tools, read blueprints and building plans. From foundations to roofing, you'll learn to create buildings that last for many years.



**Career Opportunities:**

Carpenter, Electrician, Mason, Construction Manager, Civil Engineer, Operating Engineers



**Potential to Earn:** 5 Industry Certifications 6 College Credits

## Course Work in this Career Pathway

|   |  |   |  |
|---|--|---|--|
| <b>Middle School Career Exploration Course</b>            | <b>Construction &amp; Manufacturing</b><br>Grades 7 or 8 |   |  |
| <b>Intro-Level Courses</b>                                | <b>Intro to Construction</b><br>Grades 9 – 12            | <b>Woods 1</b><br>Grades 9 – 12                               | <b>Intro to Engineering (PLTW)</b><br> |
| <b>Specialized Courses</b>                                | <b>Woods 2</b><br>Grades 10 – 12                         | <b>Civil Engineering &amp; Architecture</b><br>Grades 10 – 12 |  |
| <b>Capstone Courses</b>                                   | <b>Bridges Construction DC</b><br>Grades 11 – 12         | <b>Youth Apprenticeship</b><br>Grades 11 – 12                 |  |
| <b>Additional Recommended Courses for 4-Year Programs</b> | <b>AP Physics</b><br>                                    | <b>AP Calculus BC or IB Mathematics</b><br>                   |  |

AP – Advanced Placement    DC – Dual Credit    IB – International Baccalaureate    PLTW – Project Lead the Way

# Automotive Technology

**D**o you enjoy working on machines? Use the latest equipment and tools to diagnose and repair engines, as well as brakes, electrical systems and suspension. In this pathway you have the opportunity to earn Automotive Service Excellence (ASE) certifications through a National Automotive Technicians Education Foundation (NATEF) certified program that will provide a foundation to begin a career in the automotive industry.



**Career Opportunities:**

Automotive Technician, Aircraft Mechanic, Automotive Body Repair, Automotive Engineer

**Potential to Earn:** 2 Industry Certifications 25 College Credits

## Course Work in this Career Pathway

|   |  |   |   |
|---|--|---|---|
| Middle School Career Exploration Course | <b>Robotics &amp; Engineering</b><br>Grades 7 or 8                   |   |   |
| Intro-Level Courses                     | <b>Auto Ownership</b><br>Grades 10 – 12                              | <b>Small Engines</b><br>Grades 9 – 12         | <b>Intro to Technology</b><br>Grades 9 – 12 |
| Specialized Courses                     | <b>Vehicle Service</b><br>Grades 10 – 12                             |   |   |
| Capstone Courses                        | <b>Automotive Maintenance Technician 1 &amp; 2</b><br>Grades 11 – 12 | <b>Youth Apprenticeship</b><br>Grades 11 – 12 |   |

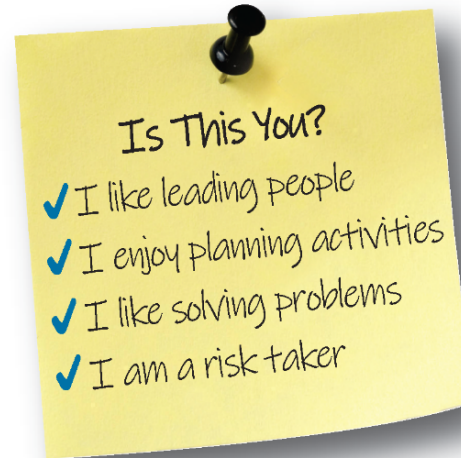


# Business Management and Administration

**W**hat goes into running a business? In the Business Management courses you will learn about the legal, human resources, finance, and management parts, of working in a business.

**Career Opportunities:**

Business Owner, HR Specialist, Accountant, Operations Manager, General Manager, Customer Service Specialist



**Potential to Earn:** 4 Industry Certifications 19+ College Credits

## Course Work in this Career Pathway

|   |   |   |   |
|---|---|---|---|
| <b>Middle School Career Exploration Course</b>            | <b>Business and IT Development</b><br>Grades 7 or 8   |   |   |
| <b>Intro-Level Courses</b>                                | <b>Microsoft Office DC</b><br>Grades 9 – 12   | <b>Business Principles DC</b><br>Grades 10 – 12 | <b>Intro to Marketing</b><br>Grades 9 – 12        |
| <b>Specialized Courses</b>                                | <b>Accounting 1 or Accounting Principles DC</b><br>Grades 11 – 12   | <b>IB Business Management</b><br>Grades 11 – 12 | <b>Business Law DC</b><br>Grades 11 – 12          |
| <b>Capstone Courses</b>                                   | <b>Senior Business &amp; Marketing Internship DC</b><br>Grade 12  | <b>Youth Apprenticeship</b><br>Grades 11 – 12   | <b>Accounting Quickbooks DC</b><br>Grades 11 – 12 |
| <b>Additional Recommended Courses for 4-Year Programs</b> | AP English Language & Composition, Oral & Interpersonal Communication DC, AP Macroeconomics, AP Statistics, AP Calculus AB/BC or IB Mathematics, AP Psychology, Psychology DC, or IB Psychology |   |   |

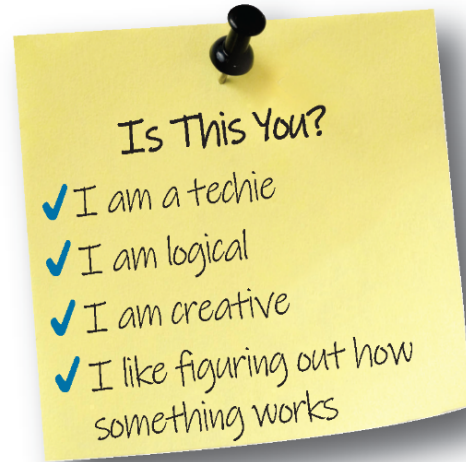
AP – Advanced Placement    DC – Dual Credit    IB - International Baccalaureate

# Computer Science & Information Technology

Life without computers is hard to imagine. That means the professionals who build and repair hardware, and design webpages and apps are essential. Learn cutting-edge information technology skills in a growing field. Work alone and in teams to help make 21st century life smoother and easier with the latest technology.

### Career Opportunities:

Software or Web Developer, Computer Technician, Software Engineer, Computer Programmer, Help Desk Analyst, Computer Systems or Network Support Analyst



**Potential to Earn:** 3 Industry Certifications 6+ College Credits

## Course Work in this Career Pathway

|   |  |   |  |   |
|---|--|---|--|---|
| <b>Middle School Career Exploration Courses</b>           | <b>Computer Literacy</b><br>Grade 6                              | <b>Intro to Computer Science</b><br>Grade 7                     | <b>Business &amp; IT Development</b><br>Grades 7 - 8 | <b>Computer Science 8</b><br>Grade 8                    |
| <b>Intro-Level Courses</b>                                | <b>Digital Media</b><br>Grades 9 - 12                            | <b>Web Design 1</b><br>Grades 9 - 12                            | <b>Mobile App Development</b><br>Grades 9 - 12       | <b>AP Computer Science Principles PLTW</b> (9 - 12)     |
| <b>Specialized Courses</b>                                | <b>Web Design 2</b><br>Grades 10 - 12                            | <b>Computer Repair and Troubleshooting DC</b><br>Grades 11 - 12 | <b>AP Computer Science A</b><br>Grades 10 - 12       | <b>3D Animation &amp; Game Design</b><br>Grades 10 - 12 |
| <b>Capstone Courses</b>                                   | <b>Senior Business &amp; Marketing Internship DC</b><br>Grade 12 | <b>Youth Apprenticeship</b><br>Grades 11 - 12                   |  |   |
| <b>Additional Recommended Courses for 4-Year Programs</b> | <b>AP Statistics</b>   | <b>Oral &amp; Interpersonal Communication DC</b>                | <b>AP Calculus AB/BC or IB Mathematics</b>           |   |

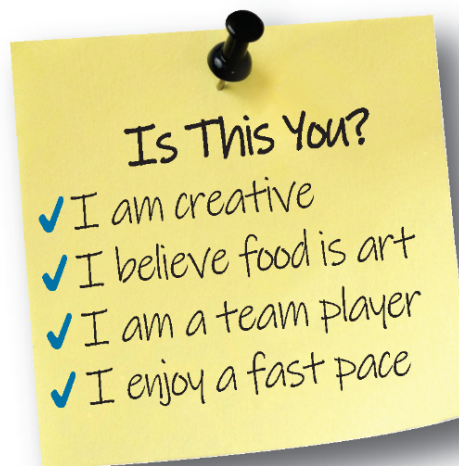
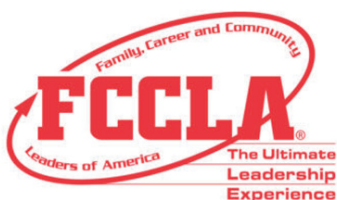
AP – Advanced Placement    DC – Dual Credit    IB - International Baccalaureate    PLTW – Project Lead the Way

# Culinary Arts

If creativity and food go together for you, then this is a logical choice. In Culinary Arts you will explore and discover how to plan and prepare memorable meals by using popular cooking methods and learn how to create and understand recipes. You will learn about safe food handling and preparation skills. In this pathway you have the opportunity to earn ServSafe and ProStart certification.





### Career Opportunities:

Chef, Restaurant Manager, Dietitian, Banquet Manager



**Potential to Earn:**  2 Industry Certifications  3+ College Credits

## Course Work in this Career Pathway

|   |   |   |  |
|---|---|---|--|
| <b>Middle School Career Exploration Courses</b> | <b>Flavors of Culinary Arts, Textiles/Design &amp; Child Development</b><br>Grades 7 or 8   | <b>Flavors of Nutrition, Health Sciences &amp; Human Services</b><br>Grades 7 or 8  |  |
| <b>Intro-Level Course</b>                       | <b>Culinary Arts 1</b><br>Grades 9–12   |   |  |
| <b>Specialized Courses</b>                      |  <b>Culinary Arts 2</b><br>Grades 9–12   | <b>Nutritional Science</b><br>Grades 11–12  | <b>Food Science Process &amp; Production</b><br>Grades 11–12 |
| <b>Capstone Courses</b>                         |  <b>Culinary Arts 3 DC</b><br>Grades 11–12  | <b>Youth Apprenticeship</b><br>Grades 11–12  |  |

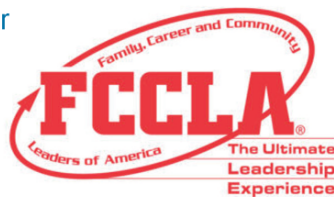
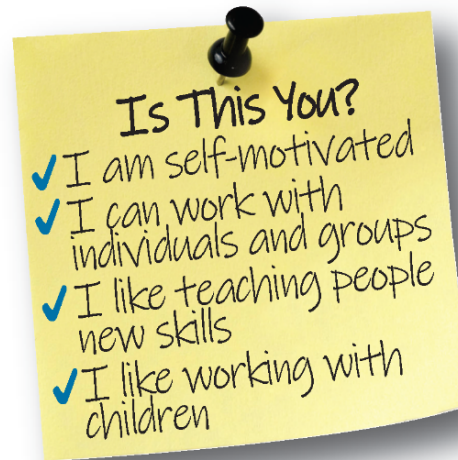
DC – Dual Credit

# Education

Inspiring young people is what this area is all about, as you get the opportunity to learn and work with kids. You will learn about all aspects of child development as well as how to create lessons for early childhood students. You have the opportunity to earn an early childhood assistant instructor certificate in this program to allow you to begin your career working in education. This foundation prepares you to continue your education if you'd like to be a primary teacher at any grade level.







**Career Opportunities:**

Child Care Teacher, Paraprofessional, Teacher, School Principal, Coach, Counselor



**Potential to Earn:**  1 Industry Certification  12+ College Credits

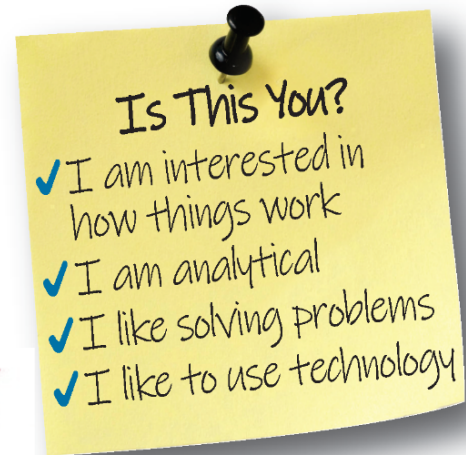
## Course Work in this Career Pathway

|  |   |   |
|--|---|---|
| Middle School Career Exploration Courses           | Flavors of Culinary Arts, Textiles/Design & Child Development<br>Grades 7 or 8  |   |
| Intro-Level Course                                 | Intro to Educational Practices DC<br>Grades 9-12   |   |
| Specialized Courses                                | Child Development-Prenatal to 5<br>Grades 9-12  | Human Development-Across the Lifespan<br>Grades 9-12  |
| Capstone Course                                    | Foundations in Early Childhood Education DC<br>Grades 11-12   |   |
| Additional Recommended Courses for 4-Year Programs | Concepts, Issues, & Field Experience in Education    | Culturally Responsive Teaching & Learning DC   |
|  |   | AP Psychology, Psychology DC or IB Psychology  |

AP – Advanced Placement    DC – Dual Credit    IB – International Baccalaureate

# Engineering

**E**ngineering and robotics are essential in today's manufacturing industry. A problem-solving mindset is foundational to the engineering field. You will learn how to step into the role of an engineer to develop solutions to problems by engaging in real-world problems. Students will explore engineering topics such as mechanisms, strength of structures and materials, and automation/robotics.



**Career Opportunities:**

Civil Engineer, Electrical Engineer, Mechanical Engineer, BioMedical Engineer, Industrial Engineer



**Potential to Earn:** 2 Industry Certifications 12 College Credits

## Course Work in this Career Pathway

|   |  |   |   |
|---|--|---|---|
| <b>Middle School Career Exploration Course</b>            | <b>Robotics &amp; Engineering</b><br>Grades 7 or 8   |   |   |
| <b>Intro-Level Courses</b>                                | <b>Intro to Engineering (PLTW)</b><br>Grades 9-12  | <b>Intro to CAD</b><br>Grades 9-12          | <b>Intro to Technology</b><br>Grades 9-12       |
| <b>Specialized Courses</b>                                | <b>Principles of Engineering (PLTW)</b><br>Grades 10-12  | <b>Intro to Robotics DC</b><br>Grades 9-12  | <b>Civil Engineering (PLTW)</b><br>Grades 10-12 |
|   |  |   | <b>DC Circuits DC</b><br>Grades 11-12           |
| <b>Capstone Courses</b>                                   | <b>Engineering Design &amp; Development (PLTW)</b><br>Grades 11-12   | <b>Youth Apprenticeship</b><br>Grades 11-12 |   |
| <b>Additional Recommended Courses for 4-Year Programs</b> | <b>AP Calculus AB &amp; AP Calculus BC or IB Mathematics, AP Physics 1 &amp; AP Physics 2 or IB Physics, AP Chemistry, Oral &amp; Interpersonal Communication DC</b> |   |   |

AP – Advanced Placement    DC – Dual Credit    IB – International Baccalaureate    PLTW – Project Lead the Way

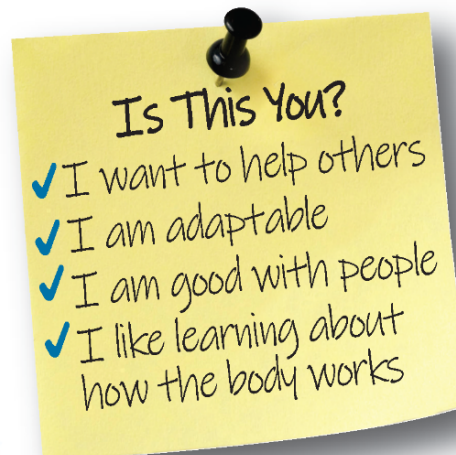


# Health Sciences

**W**ant to learn the foundations of the healthcare field? You will have the opportunity to learn many skills such as taking vital signs, infection control, medical terminology, and foundational patient care skills that are essential to all healthcare fields. You can earn certification as a Certified Nursing Assistant that will allow you to start working in a medical facility right away while you continue education to pursue your career goal in the medical field.

**Career Opportunities:**

Doctor, Nurse, Paramedic, Medical Lab Technician, Therapist



**Potential to Earn:** 3 Industry Certifications 13+ College Credits

## Course Work in this Career Pathway

|   |  |
|---|--|
| <b>Middle School Career Exploration Course</b>            | <b>Flavors of Nutrition, Health Sciences &amp; Human Services</b><br>Grades 7 or 8   |
| <b>Intro-Level Course</b>                                 | <b>Intro to Health Careers</b><br>Grades 9-12  |
| <b>Specialized Courses</b>                                | <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; text-align: center;"> <b>Med Term DC</b><br/>Grades 11-12<br/></div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; text-align: center;"> <b>Culture of HC DC</b><br/>Grades 11-12<br/></div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; text-align: center;"> <b>Digital Literacy for HC DC</b><br/>Grades 11-12<br/></div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; text-align: center;"> <b>Anatomy &amp; Physiology DC</b><br/>Grades 11-12<br/></div> </div> |
| <b>Capstone Courses</b>                                   | <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; text-align: center;"> <b>Nursing Assistant</b><br/>Grades 11-12<br/></div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; text-align: center;"> <b>Youth Apprenticeship</b><br/>Grades 11-12<br/></div> </div>  |
| <b>Additional Recommended Courses for 4-Year Programs</b> | <b>AP Biology or IB Biology, AP Chemistry, AP Psychology, Psychology DC, or IB Psychology, AP Statistics, AP Calculus AB/BC or IB Mathematics, Oral &amp; Interpersonal Communication DC, AP English Literature &amp; Composition, IB English Language &amp; Literature</b><br>  |

AP – Advanced Placement    DC – Dual Credit    IB – International Baccalaureate

# Manufacturing

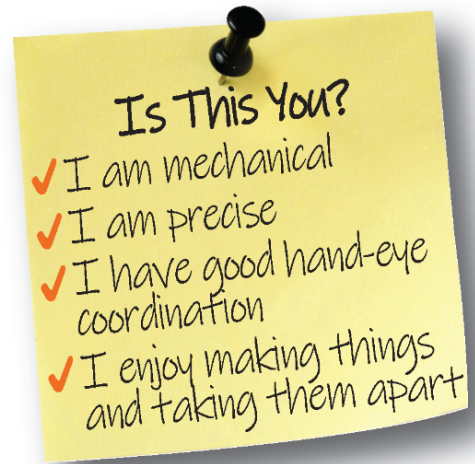
**T**oday's manufacturing is a combination of engineering and technology around precision machining and welding. Creating parts and products may require you to program a Computer Numeric Control (CNC) machine, or it may involve plasma cutting and welding. You will learn various types of welds and cutting operations, as well as fabrication, quality control, and weld testing. In the capstone course students have the opportunity to work in a fully functioning high school business, Bay Link Manufacturing®, building parts for companies. This is a high demand pathway offering students opportunities in many different industries.

**Career Opportunities:**

CNC Technician, Fabricator, Welder, Project Engineer



SkillsUSA®



**Potential to Earn:** 1 Industry Certification 6 College Credits

## Course Work in this Career Pathway

|  |  |   |                                |
|--|--|---|--------------------------------|
| <b>Middle School Career Exploration Course</b> | <b>Construction &amp; Manufacturing</b><br>Grades 7 or 8 |   |                                |
| <b>Intro-Level Courses</b>                     | <b>Intro to CAD</b><br>Grades 9-12                       | <b>Intro to Technology</b><br>Grades 9-12                               | <b>Metals 1</b><br>Grades 9-12 |
| <b>Specialized Courses</b>                     | <b>Metals 2</b><br>Grades 9-12                           | <b>Welding/Shielded Metal Arc &amp; Gas Metal Arc DC</b><br>Grades 9-12 |                                |
| <b>Capstone Courses</b>                        | <b>Bay Link Manufacturing®</b><br>Grades 11-12           | <b>Youth Apprenticeship</b><br>Grades 11-12                             |                                |

**BAY LINK MANUFACTURING**   
 A PARTNERSHIP LINKING EDUCATION AND MANUFACTURING

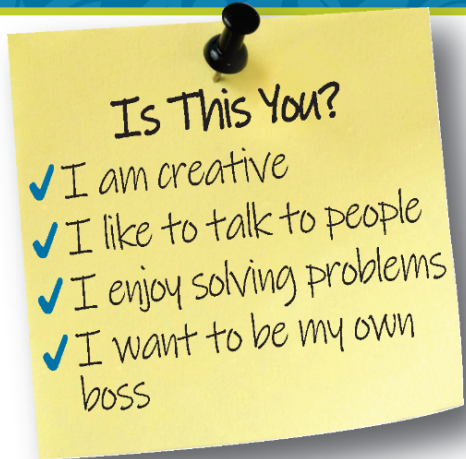
DC – Dual Credit

# Marketing

Every day we are surrounded by sales and promotion to get us to purchase products. This is a creative area in which you learn about the marketing techniques and the role that it plays in influencing us. In classes you will learn about advertising, promoting products, and starting a business.

**Career Opportunities:**

Advertising Manager, Marketing Director, Sales Associate, Client Services, Market Research Analyst, Real Estate Agent



**Potential to Earn:** 3 Industry Certifications 9+ College Credits

## Course Work in this Career Pathway

|   |   |  |   |
|---|---|--|---|
| <b>Middle School Career Exploration Courses</b>           | <b>Intro to Computer Science/Personal Finance</b><br>Grades 7   | <b>Business &amp; IT Development</b><br>Grades 7 or 8  |   |
| <b>Intro-Level Courses</b>                                | <b>Intro to Marketing</b><br>Grades 9 - 12  | <b>Digital Media</b><br>Grades 9 - 12                  |   |
| <b>Specialized Courses</b>                                | <b>Marketing Principles DC</b><br>Grades 10 - 12  | <b>Sports and Event Marketing DC</b><br>Grades 10 - 12 | <b>Marketing Projects</b><br>Grades 10 - 12 |
| <b>Capstone Courses</b>                                   | <b>Senior Business &amp; Marketing Internship DC</b><br>Grades 12   | <b>Youth Apprenticeship</b><br>Grades 11 - 12          |   |
| <b>Additional Recommended Courses for 4-Year Programs</b> | AP English Language & Composition, Oral & Interpersonal Communication DC, AP Macroeconomics, AP Statistics, AP Calculus AB/BC or IB Mathematics, AP Psychology, Psychology DC or IB Psychology, Accounting 1 DC or Accounting Principles DC |  |   |

AP – Advanced Placement    DC – Dual Credit    IB – International Baccalaureate

# **COURSE**

# **DESCRIPTIONS**

*The courses listed in this coursebook reflect those offered in the school district. Whether a course runs at each school is determined by multiple factors, including student requests, available staff, and facility requirements.*

# AGRICULTURE, FOOD, AND NATURAL RESOURCES

| Course Number | Course Name                                 | Grade |   |   | Course Length   | Course Type | School |    |   |   |   |   |   |
|---------------|---|-------|---|---|-----------------|-------------|--------|----|---|---|---|---|---|
|               |   | 6     | 7 | 8 |                 |             | A      | DV | E | F | L | R | W |
| AGR079425     | Appreciation of Animals and Animal Sciences |       | • | • | Every Other Day | Elective    |        |    | • |   | • | • | • |
| AGR079325     | Plant Science and Design                    |       | • | • | Every Other Day | Elective    |        |    | • |   | • | • | • |
| AGR079225     | Wildlife Conservation and the Environment   |       | • | • | Every Other Day | Elective    |        |    | • |   | • | • | • |
| AGR093625     | Agriscience / Life Skills                   | •     | • | • | Every Other Day | Elective    |        |    | • |   | • | • | • |



## **AGR079425 - APPRECIATION OF ANIMALS AND ANIMAL SCIENCES**

Appreciation of Animals and Animal Sciences introduces students to the variety of ways animals influence our everyday lives. In this course you will explore the size and scope of domesticated companion, recreation and production animals' systems, and their interactions with the ecosystem or environment, the benefits of animal products to our mental and/or physical health, and the economic impact and influence the companion, recreation and production animal industries can have on our habits, behaviors, and actions. Care and management of a variety of animals, as well as understanding the science behind animal systems to maintain healthy animals is studied through hands-on activities.

## **AGR079325 - PLANT SCIENCE AND DESIGN**

This introductory plant science course is a hands-on approach to growing and maintaining a variety of plants in the home and yard. Budding career applications relating to the floricultural and horticultural industries will be explored. Lab-based applications in food production and sustainability practices will be completed. Some activities would include floral and landscape design, experiments with light and growing media, food production, growing plants, and plan related career and recreational exploration.

## **AGR079225 - WILDLIFE CONSERVATION AND THE ENVIRONMENT**

Wildlife and natural resource conservation are necessary to preserve and maintain our environment. The course explores a variety of wildlife species from deer and wolves to birds of prey, fish, and waterfowl. Conservation topics range from natural resource preservation of land, water, and soil to animals, endangered species, and forestry. Course participants learn hunting ethics, while hands on activities involve animal tracking, GPS, wildlife identification, fly tying and how to use a map and compass. The course includes practicing leadership skills/FFA and discussion of career opportunities in all related areas.

## **AGR093625 - AGRISCIENCE/LIFE SKILLS**

This course gives students opportunities to participate in Agriscience activities using a modified curriculum. The Agriscience curriculum content as well as the instruction and assessment are modified. Activities will be designed to meet the individual needs of the students. Teacher recommendation is required.

*Note: Agriscience/Life Skills is offered on a rotating schedule and may not be available every year.*

# ART AND DESIGN

| Course Number | Course Name           | Grade |   |   | Course Length                   | Course Type          | School |    |   |   |   |   |   |   |
|---------------|-----------------------|-------|---|---|---------------------------------|----------------------|--------|----|---|---|---|---|---|---|
|               |                       | 6     | 7 | 8 |                                 |                      | A      | DV | E | F | L | R | W |   |
| EXP061025     | Art Foundations       | •     |   |   | Every Day*<br>(for seven weeks) | Required Exploratory | •      |    | • | • | • | • | • | • |
| ART078025     | Discovering Fine Arts |       | • | • | Every Other Day                 | Elective             | •      | •  | • | • | • | • | • | • |
| ART067825     | Journey into Design   |       | • | • | Every Other Day                 | Elective             | •      |    | • | • | • | • | • | • |
| ART077125     | Integrated Visual Art |       | • |   | Every Other Day                 | Elective             |        |    |   |   |   |   |   | • |
| ART093225     | Art/Life Skills       | •     | • | • | Every Other Day                 | Elective             |        |    | • | • | • | • | • | • |



*Note: As part of the IB Middle Years Programme at Franklin Middle School, all students develop and showcase their artistic talents as they participate in community/public events including a fine arts annual event.*

## **EXP061025 - ART FOUNDATIONS**

Art Foundations teaches the basic techniques and skills of art and challenges students to use higher order thinking skills and become creative problem solvers. Students will be introduced to the Elements and Principles of Art and Design, which are the building blocks of all works of art. They will learn about artistic concepts and techniques, which may include linear perspective, color theory, working with clay, shading to create the illusion of form, and understanding proportion. Students will apply their knowledge of art to design and produce quality two-dimensional and three-dimensional works, such as drawings, paintings, and sculptures, while demonstrating craftsmanship through appropriate use of materials, tools, and equipment.

*\*Note: This course meets every day for approximately seven weeks as part of a five-course rotation at Edison, Lombardi, Red Smith, and Washington. It meets every other day for the full year at Franklin as part of the IB Middle Years Programme.*

## **ART078025 - DISCOVERING FINE ART**

In Discovering Fine Art, students continue to develop their knowledge and skills of the Elements and Principles of Art and Design and apply them in creating art that is to be appreciated for its imaginative, aesthetic, or intellectual nature. Students will have opportunities to experience a variety of art processes (drawings, paintings, and sculptures) while developing their individual styles and ability to creatively solve problems. Students will demonstrate their ability to respond, analyze, and interpret their own artwork and the work of others. This course will engage students in better understanding the arts, themselves, and our diverse world.

*Note: Discovering Fine Art runs every other year at Aldo.*

## **ART067825 - JOURNEY INTO DESIGN**

In Journey into Design, students continue to develop their knowledge and skills of the Elements and Principles of Art and Design and apply them in real world projects and assignments typical of the graphic design industry. Students will experience a variety of art processes (drawings, paintings, and sculptures) and begin to develop the ability to understand, interpret, and communicate with visual images and symbols. Students will demonstrate their ability to respond, analyze, and interpret their own artwork and the work of others. This course will engage students in exploring the role of art in the ever-changing workplace.

*Note: Journey into Design runs every other year at Aldo.*

## **ART077125 - INTEGRATED VISUAL ART**

In Integrated Visual Art, students continue to develop their knowledge and skills of the Elements and Principles of Art and Design while integrating knowledge and concepts from core subjects into their artwork. Students will experience a variety of art media and processes (drawing, painting, sculpture, fiber arts, and printing) while developing their individual styles and ability to creatively solve problems. Students will demonstrate their ability to respond, analyze, and interpret their own artwork and the work of others. Students get a deeper level of learning through the integrated arts model as they engage in cross-curricular learning through combining knowledge gained in core subjects with visual arts.

## **ART093225 - ART/LIFE SKILLS**

This course gives students opportunities to have experiences with art using a modified curriculum. The Art curriculum content, as well as the assessment, is modified. Teacher recommendation is required.

*Note: Course is offered on a rotating schedule and may not be available every year.*

# BUSINESS EDUCATION

| Course Number | Course Name  | Grade |   |   | Course Length                   | Course Type          | School |    |   |   |   |   |   |  |
|---------------|--|-------|---|---|---------------------------------|----------------------|--------|----|---|---|---|---|---|--|
|               |  | 6     | 7 | 8 |                                 |                      | A      | DV | E | F | L | R | W |  |
| BUS078225     | <b>Business and Information Technology Development</b> |       | • | • | Every Other Day                 | Elective             |        |    | • | • | • | • | • |  |
| EXP062525     | <b>Computer Literacy</b>                               | •     |   |   | Every Day*<br>(for seven weeks) | Required Exploratory | •      |    | • |   | • | • | • |  |
| BUS098725     | <b>Computer Literacy/Life Skills*</b>                  | •     | • | • | Every Other Day                 | Elective             |        |    | • | • | • | • | • |  |
| BUS081025     | <b>Computer Science 8</b>                              |       |   | • | Every Other Day                 | Elective             |        |    |   |   | • |   |   |  |
| BUS078125     | <b>Intro to Computer Science and Personal Finance</b>  |       | • |   | Every Other Day                 | Required Exploratory | •      |    | • |   | • | • | • |  |
| BUS000625     | <b>Design 6</b>  | •     |   |   | Embedded                        | Required             |        |    |   | • |   |   |   |  |
| BUS000725     | <b>Design 7</b>  |       | • |   | Embedded                        | Required             |        |    |   | • |   |   |   |  |
| BUS000825     | <b>Design 8</b>  |       |   | • | Embedded                        | Required             |        |    |   | • |   |   |   |  |



## **BUS078225 - BUSINESS AND INFORMATION TECHNOLOGY DEVELOPMENT**

This is an innovative course designed to incorporate content that crosses the pathways of both business and computer science. Students will learn real-world skills through dynamic activities involving entrepreneurship, video editing, accounting/finance, coding, marketing, web design, and human resources/management. This course is recommended for any 7<sup>th</sup> or 8<sup>th</sup> grade student with an interest in emerging technologies in business.

## **EXP062525 - COMPUTER LITERACY**

This course focuses on computer literacy skills for life-long learning while also integrating in topics of business. Course topics include, word processing, research skills, keyboarding, entrepreneurship and presentations.

*\*Note: This course meets every day for approximately seven weeks as part of a five-course rotation at Edison, Lombardi, Red Smith and Washington.*

## **BUS098725 - COMPUTER LITERACY/LIFE SKILLS**

This course is designed to teach computer literacy and life skills using an adapted curriculum. The goal for students is to acquire the computer skills necessary to enter and manipulate text and data. Emphasis will be on developing skills for personal use and future employment. Teacher recommendation is required.

## **BUS081025 - COMPUTER SCIENCE 8**

This course focuses on foundational concepts and skills of computer science. Students will shift from being the consumers to the creators of technology, and they will explore how to use the power of computers to solve big, real-world problems. Students will develop collaborative and creative skills while building their understanding of computing concepts using many unplugged and plugged activities and will apply their understanding through creative projects in multiple programming languages. Units included, but not limited to, computational thinking, block-based coding, app creation, Python coding, etc. This course is ever evolving and topics and units may fluctuate from year to year based on industry advancement and needs.

## **BUS078125 - INTRO TO COMPUTER SCIENCE AND PERSONAL FINANCE**

This course will integrate business and computer-related skills using a variety of software and applications. We will explore the world of business and technology through hands-on units such as coding, personal finance, digital/graphics communications, and spreadsheets. The skills and knowledge gained in this course will help to prepare for, and participate in, our ever-changing global economy.

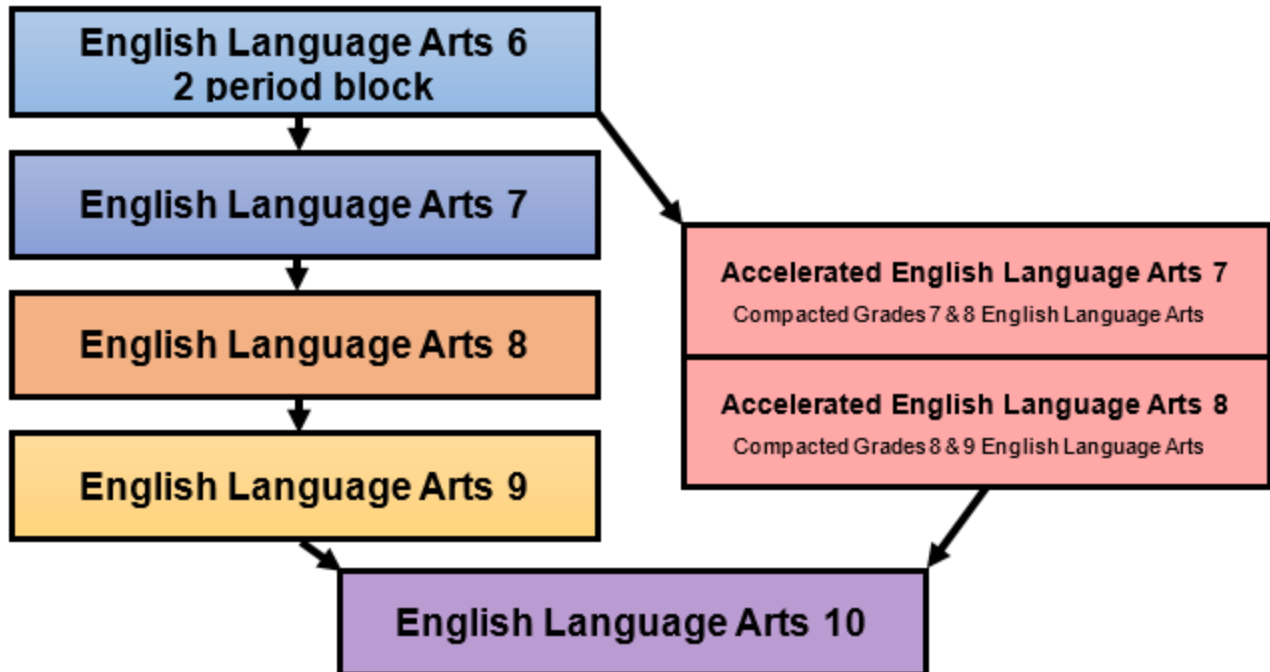
## **BUS000625 - DESIGN 6**

## **BUS000725 - DESIGN 7**

## **BUS000825 - DESIGN 8**

As part of the IB Middle Years Programme (MYP), students at Franklin Middle School apply inquiry and problem-solving through computer and technology experiences that are integrated into core classes. The design cycle is used to structure the inquiry and analysis of problems, the development of feasible solutions, the creation of solutions, and the testing and evaluation of the solution. All components of the design cycle require and enhance students' strategies for creative and critical thinking.

# GBAPS Secondary English Language Arts Flow Chart



**11<sup>th</sup> and 12<sup>th</sup> Grade Options**

**Each Year, Students Must:**

- Choose one year-long course
- OR**
- Choose two semester-long courses
  - 11<sup>th</sup> Grade: One Literature and One Composition
  - 12<sup>th</sup> Grade: Any Two Electives

**Semester Elective Course Options (Choose TWO)**

|   |  |
|---|--|
| <b><u>11<sup>th</sup> Grade: One from EACH GROUP</u></b>  | <b><u>12<sup>th</sup> Grade: ANY Two</u></b>   |
| <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Career Communication (DC)</li> <li>• English Composition (DC)</li> <li>• Oral and Interpersonal Communication (DC)</li> <li>• Writing for Publication</li> <li>• Writing in Contemporary Society</li> </ul> | <p><b><u>Literature</u></b></p> <ul style="list-style-type: none"> <li>• Creative Works</li> <li>• Dramatic Literature</li> <li>• Myths, Legends, &amp; World Literature</li> <li>• Science Fiction, Fantasy, &amp; Horror</li> <li>• Timeless Literary Works</li> </ul> |

**Year Long Course Options (Choose ONE)**

- AP English Literature & Composition
- AP English Language & Composition
- English Language Arts 11 (11<sup>th</sup> grade only)
- IB English A: Language & Literature HL
- IB Literature and Performance SL

Revised Fall 2020



# ENGLISH LANGUAGE ARTS

Students Must Select an English Language Arts Course Each Year

| Course Number          | Course Name  | Grade |   |   | Course Length | Course Type            | School |    |   |   |   |   |   |
|------------------------|--|-------|---|---|---------------|------------------------|--------|----|---|---|---|---|---|
|                        |  | 6     | 7 | 8 |               |                        | A      | DV | E | F | L | R | W |
| MID000621              | English Language Arts 6 Block                          | •     |   |   | Every Day     | Required Academic Core | •      | •  | • | • | • | • | • |
| MID00B621              | English Language Arts 6 Block (Bilingual) <sup>o</sup> | •     |   |   | Every Day     | Required Academic Core |        |    | • |   |   |   | • |
| FSE000611              | English Language Arts 6 Life Skills                    | •     |   |   | Every Day     | Required Academic Core |        |    | • | • | • | • | • |
| MID000691              | English Language Arts 6 Extension                      | •     |   |   | Every Day     | Required Academic Core |        |    |   |   |   |   | • |
| FSE000615              | Reading – Life Skills                                  | •     |   |   | Every Day     | Required Academic Core |        |    | • | • | • | • | • |
| RDG090625<br>SSE092025 | Supplemental Literacy 6                                | •     |   |   | Every Day     | Required Academic Core |        |    | • | • | • | • | • |
| ENG071125              | English Language Arts 7                                |       | • |   | Every Day     | Required Academic Core | •      | •  | • | • | • | • | • |
| ENGB70125              | English Language Arts 7 (Bilingual) <sup>o</sup>       |       | • |   | Every Day     | Required Academic Core |        |    | • |   |   |   | • |
| FSE071125              | English Language Arts 7 Life Skills                    |       | • |   | Every Day     | Required Academic Core |        |    | • | • | • | • | • |
| RDG090725<br>SSE092025 | Supplemental Literacy 7                                |       | • |   | Every Day     | Required Academic Core |        |    | • | • | • | • | • |
| ENG071325              | Accelerated English Language Arts 7                    |       | • |   | Every Day     | Required Academic Core |        | •  | • | • | • | • | • |
| ENG082125              | English Language Arts 8                                |       |   | • | Every Day     | Required Academic Core | •      | •  | • | • | • | • | • |
| ENGB82125              | English Language Arts 8 (Bilingual) <sup>o</sup>       |       |   | • | Every Day     | Required Academic Core |        |    | • |   |   |   | • |
| FSE082125              | English Language Arts 8 Life Skills                    |       |   | • | Every Day     | Required Academic Core |        |    | • | • | • | • | • |
| ENG082325              | Accelerated English Language Arts 8*                   |       |   | • | Every Day     | Required Academic Core |        | •  | • | • | • | • | • |
| RDG090825<br>SSE092025 | Supplemental Literacy 8                                |       |   | • | Every Day     | Required Academic Core |        |    | • | • | • | • | • |

<sup>o</sup>This course is for students enrolled in the bilingual program

\*Note - Please see page 1 for information about high school credit for courses taken in middle school.

## **MID000621 - ENGLISH LANGUAGE ARTS 6 BLOCK**

### **MID00B621 - ENGLISH LANGUAGE ARTS 6 BLOCK (BILINGUAL)<sup>o</sup>**

The purpose of the course is to prepare all students for college, career, and community success. Reading units of study include: reading narratives, biographies, informational texts, and poetry. Writing units of study include: short story, citing evidence when researching and writing a biography, developing an argumentative essay, and poetry. Across the units, students will analyze the language authors use in mentor texts in order to expand their own understanding of language and writing. Students will practice the authors' mentor language in their own speaking and writing. Students will explore craft, text structure, conventions and literary concepts through a variety of thinking strategies to comprehend, analyze, and create text.

### **FSE000611 - ENGLISH LANGUAGE ARTS 6 LIFE SKILLS**

The Life Skills option will emphasize the development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills.

### **FSE000615 - READING – LIFE SKILLS**

An assessment is made of each student's reading skills, and programming is implemented based upon the student's needs.

### **MID000691 - ENGLISH LANGUAGE ARTS 6 EXTENSION**

This course provides additional support to students by extending the learning from the English Language Arts 6 Block. Students will receive differentiated instruction in small groups, as well as through individual conferences.

**Note:** Enrollment in this course is based on achievement data and teacher recommendation.

**RDG090625 / SSE092025 - SUPPLEMENTAL LITERACY 6**

This course uses high-interest literature and direct instruction in reading, writing, and vocabulary skills to accelerate progress for those who have been challenged by reading and/or writing. The focus is on each student's needs in order to help them become successful readers.

*Note: Enrollment in this course is based on achievement data and teacher recommendation.*

**ENG071125 - ENGLISH LANGUAGE ARTS 7**

**ENGB70125 - ENGLISH LANGUAGE ARTS 7 (BILINGUAL)°**

The purpose of the course is to prepare all students for college, career, and community success. Units of study include: narrative short stories, collecting relevant and sufficient evidence, developing an argument, and historical writing. Across the units, students will analyze the language authors use in mentor texts in order to expand their own understanding of language and writing. Students will practice the authors' mentor language in their own speaking and writing. Students will explore craft, text structure, conventions and literary concepts through a variety of thinking strategies to comprehend, analyze, and create text.

**ENG071325 - ACCELERATED ENGLISH LANGUAGE ARTS 7**

*Prerequisite - Teacher Recommendation*

This course compacts learning expectations of 7<sup>th</sup> and 8<sup>th</sup> grade English Language Arts curriculum. Units of study include: citing evidence when researching and writing, developing an argument, historical writing, and narrative short stories. Across the units, students will analyze the language authors use in mentor texts in order to expand their own understanding of language and writing. Students will practice the authors' mentor language in their own speaking and writing. Students will explore craft, text structure, conventions and literary concepts through a variety of thinking strategies to comprehend, analyze, and create text.

**FSE071125 - ENGLISH LANGUAGE ARTS 7 LIFE SKILLS**

The Life Skills option will emphasize the development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills.

**RDG090725 / SSE092025 - SUPPLEMENTAL LITERACY 7**

This course uses high-interest literature and direct instruction in reading, writing, and vocabulary skills to accelerate progress for those who have been challenged by reading and/or writing. The focus is on each student's needs in order to help them become successful readers.

*Note: Enrollment in this course is based on achievement data and teacher recommendation.*

**ENG082125 - ENGLISH LANGUAGE ARTS 8**

**ENGB82125 - ENGLISH LANGUAGE ARTS 8 (BILINGUAL)°**

The purpose of the course is to prepare all students for college, career and community success. Units of study include: narrative short stories, current events, collecting relevant and sufficient evidence, developing an argument and video presentation. Across the units, students will analyze the language authors use in mentor texts in order to expand their own understanding of language and writing. Students will practice the authors' mentor language in their own speaking and writing. Students will explore craft, text structure, conventions and literary concepts through a variety of thinking strategies to comprehend deeply, analyze and create text.

**ENG082325 - ACCELERATED ENGLISH LANGUAGE ARTS 8**

*1.0 High School Credits Prerequisite: Successful completion of Accelerated English Language 7, and/or Teacher Recommendation*

This course compacts learning expectations of 8<sup>th</sup> and 9<sup>th</sup> grade English Language Arts Curriculum. Students understand and create text for personal enrichment, inquiry, and problem solving. Students will integrate technology to complete various writing projects that include: analyzing classical myths, exploring informational texts on timeless human issues, building a well-organized argument that establishes a claim and influences an audience, and a literary analysis. Students will practice the authors' mentor language in their own speaking and writing. Students will explore craft, text structure, conventions and literary concepts through a variety of thinking strategies to comprehend deeply, analyze and create text.

**FSE082125 - ENGLISH LANGUAGE ARTS 8 LIFE SKILLS**

The Life Skills option will emphasize the development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills.

**RDG090825 / SSE092025 - SUPPLEMENTAL LITERACY 8**

This course uses high-interest literature and direct instruction in reading, writing, and vocabulary skills to accelerate progress for those who have been challenged by reading and/or writing. The focus is on each student’s needs in order to help them become successful readers.

*Note: Enrollment in this course is based on achievement data and teacher recommendation.*

| ENGLISH LEARNER LANGUAGE ARTS COURSES |                                     |       |   |   |               |                        |        |   |   |   |   |
|---------------------------------------|-------------------------------------|-------|---|---|---------------|------------------------|--------|---|---|---|---|
| Course Number                         | Course Name                         | Grade |   |   | Course Length | Course Type            | School |   |   |   |   |
|                                       |                                     | 6     | 7 | 8 |               |                        | E      | F | L | R | W |
| ELL001100                             | English Language Arts Level A Block | •     | • | • | Every Day     | Required Academic Core | •      |   | • |   | • |
| ELL002100                             | English Language Arts Level B Block | •     | • | • | Every Day     | Required Academic Core | •      |   | • |   | • |
| ELL003100                             | English Language Arts Level C Block | •     | • | • | Every Day     | Required Academic Core | •      |   | • |   | • |
| ELL001000                             | English Language Development        |       | • | • | Every Day     | Required Academic Core | •      | • | • |   | • |

**ELL001100 - ENGLISH LANGUAGE ARTS LEVEL A BLOCK**

This course is designed for new-to-the-country English Learners who are at the entering stages of developing English. The purpose of this course is to prepare all students for college, career, and community success. Throughout the course, students will learn how to communicate in English for social and instructional purposes in culturally appropriate ways while using high-interest literature to analyze the language author’s use in mentor texts in order to expand their own understanding of language and writing. Students will practice the author’s mentor language in their own speaking and writing. Students will explore craft, text structure, conventions, and literacy concepts through a variety of thinking strategies to comprehend deeply, analyze, and create text.

**ELL002100 - ENGLISH LANGUAGE ARTS LEVEL B BLOCK**

This course is designed for new-to-the-country English Learners who are at the emerging stages of developing English. The purpose of this course is to prepare all students for college, career, and community success. Throughout the course, students will learn how to communicate in English for social and instructional purposes in culturally appropriate ways while using high-interest literature to analyze the language author’s use in mentor texts in order to expand their own understanding of language and writing. Students will practice the author’s mentor language in their own speaking and writing. Students will explore craft, text structure, conventions, and literacy concepts through a variety of thinking strategies to comprehend deeply, analyze, and create text.

**ELL003100 - ENGLISH LANGUAGE ARTS LEVEL C BLOCK**

This course is designed for new-to-the-country English Learners who are at the developing stages of developing English. The purpose of this course is to prepare all students for college, career, and community success. Throughout the course, students will learn how to communicate in English for social and instructional purposes in culturally appropriate ways while using high-interest literature to analyze the language author’s use in mentor texts in order to expand their own understanding of language and writing. Students will practice the author’s mentor language in their own speaking and writing. Students will explore craft, text structure, conventions, and literacy concepts through a variety of thinking strategies to comprehend deeply, analyze, and create text.

**ELL001000 - ENGLISH LANGUAGE DEVELOPMENT**

The English Language Development (ELD) course is designed for new-to-the-country English Learners to develop academic language proficiency in English. This course is taken in conjunction with grade level English Language Arts. Students will participate in communication and both content and literature-based lessons. The course also incorporates small group designated ELD instruction for English Learners at various proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the WIDA ELD Standards.

# FAMILY AND CONSUMER SCIENCES

| Course Number | Course Name  | Grade |   |   | Course Length                   | Course Type          | School |    |   |   |   |   |   |
|---------------|--|-------|---|---|---------------------------------|----------------------|--------|----|---|---|---|---|---|
|               |  | 6     | 7 | 8 |                                 |                      | A      | DV | E | F | L | R | W |
| EXP062325     | Exploring Family and Consumer Science                            | •     |   |   | Every Day*<br>(for seven weeks) | Required Exploratory | •      |    | • |   | • | • | • |
| FCS075825     | Flavors of Culinary Arts, Textiles/Design, and Child Development |       | • | • | Every Other Day                 | Elective             | •      |    | • | • | • | • | • |
| FCS076425     | Flavors of Nutrition, Health Sciences, and Human Services        |       | • | • | Every Other Day                 | Elective             | •      |    | • | • | • | • | • |
| FCS080025     | Flavors of Visual Arts in the Family and Consumer Sciences       |       |   | • | Every Other Day                 | Elective             |        |    |   |   |   |   | • |
| FCS093325     | Family and Consumer Science/Life Skills                          | •     | • | • | Every Other Day                 | Elective             |        |    | • | • | • | • | • |



## **EXP062325 - EXPLORING FAMILY AND CONSUMER SCIENCE**

This course explores topics related to Family and Consumer Science. Emphasis will be placed on life-long learning skills necessary to be a contributing member of a family and society. Projects will be related to foods, children, family dynamics, and consumerism.

*\*Note: Exploring Family and Consumer Science meets every day for approximately seven weeks as part of a five-course rotation at Edison, Lombardi, Red Smith, and Washington.*

## **FCS075825 - FLAVORS OF CULINARY ARTS, TEXTILES/DESIGN, AND CHILD DEVELOPMENT**

Have you ever wondered if you have what it takes to run your own restaurant? Could you be the next designer of the latest sportswear trends? Do you enjoy working with young children? Treat yourself to the latest “flavors” of culinary arts! Students will participate in food labs and menu design while learning safety and sanitation skills transferable to the world of work. Get a “taste” of fashion, interior and textile design as you explore hand and machine sewing techniques. You could also become a “seasoned” babysitter, childcare worker or coach as you discover the concepts of child development.

## **FCS076425 - FLAVORS OF NUTRITION, HEALTH SCIENCES, AND HUMAN SERVICES**

Are you “craving” real world experiences? Do you have a “zest” for the field of medicine? Would you like a “taste” of what it is like to be a CSI? Students will be able to step into the shoes of a medical detective to explore how choices impact health for a lifetime. “Spice” up your knowledge of Nutritional Sciences, as you discover the importance of nutrients and participate in food labs. Friendship is on the “menu” in this course as we examine the importance of relationships, communication, family and self-concept. Join us for this enticing “course”!

## **FCS080025 - FLAVORS OF VISUAL ARTS IN THE FAMILY AND CONSUMER SCIENCES**

This course will engage students in exploring the role of art and design in career and technical education through the Family and Consumer Sciences. Students continue to develop their knowledge and skills of the elements and principles of art and design and apply them in real world activities in the culinary arts and textile services. They will experience a variety of art processes through food labs and menu design and fashion, interior, and textile design.

## **FCS093325 - FAMILY AND CONSUMER SCIENCE/LIFE SKILLS**

This course gives students opportunities to participate in activities related to Family and Consumer Science. The Family and Consumer Science curriculum content as well as the instruction and assessment are modified. Teacher recommendation is required.

# HEALTH

| Course Number | Course Name                         | Grade |   |   | Course Length   | Course Type          | School |    |   |   |   |   |   |   |
|---------------|-------------------------------------|-------|---|---|-----------------|----------------------|--------|----|---|---|---|---|---|---|
|               |                                     | 6     | 7 | 8 |                 |                      | A      | DV | E | F | L | R | W |   |
| EXP062225     | Introduction to Health and Wellness | •     |   |   | See Below*      | Required Exploratory | •      |    | • | • | • | • | • | • |
| HEA049025     | Health and Wellness*                |       |   | • | Every Other Day | Elective             | •      | •  | • | • | • | • | • | • |

\*Note - Please see page 1 for information about high school credit for courses taken in middle school.

## **EXP062225 - INTRODUCTION TO HEALTH AND WELLNESS**

This course is designed to introduce students to all areas of health and personal wellness. Students will examine various influences on their wellness choices, including society, the media, family, and peers. They will practice decision making skills and identify the consequences of their decisions. In addition, they will practice effective communication skills that will help them take greater personal responsibility for their health decisions. Emphasis is placed on how decisions they make today will have an effect on their future.

*\*Note: This course meets every day for approximately seven weeks as part of a five-course rotation at Aldo, Edison, Lombardi, Red Smith, and Washington. It meets every other day for the full year at Franklin as part of the IB Middle Years Programme and is integrated with Physical Education.*

## **HEA04902 - HEALTH AND WELLNESS**

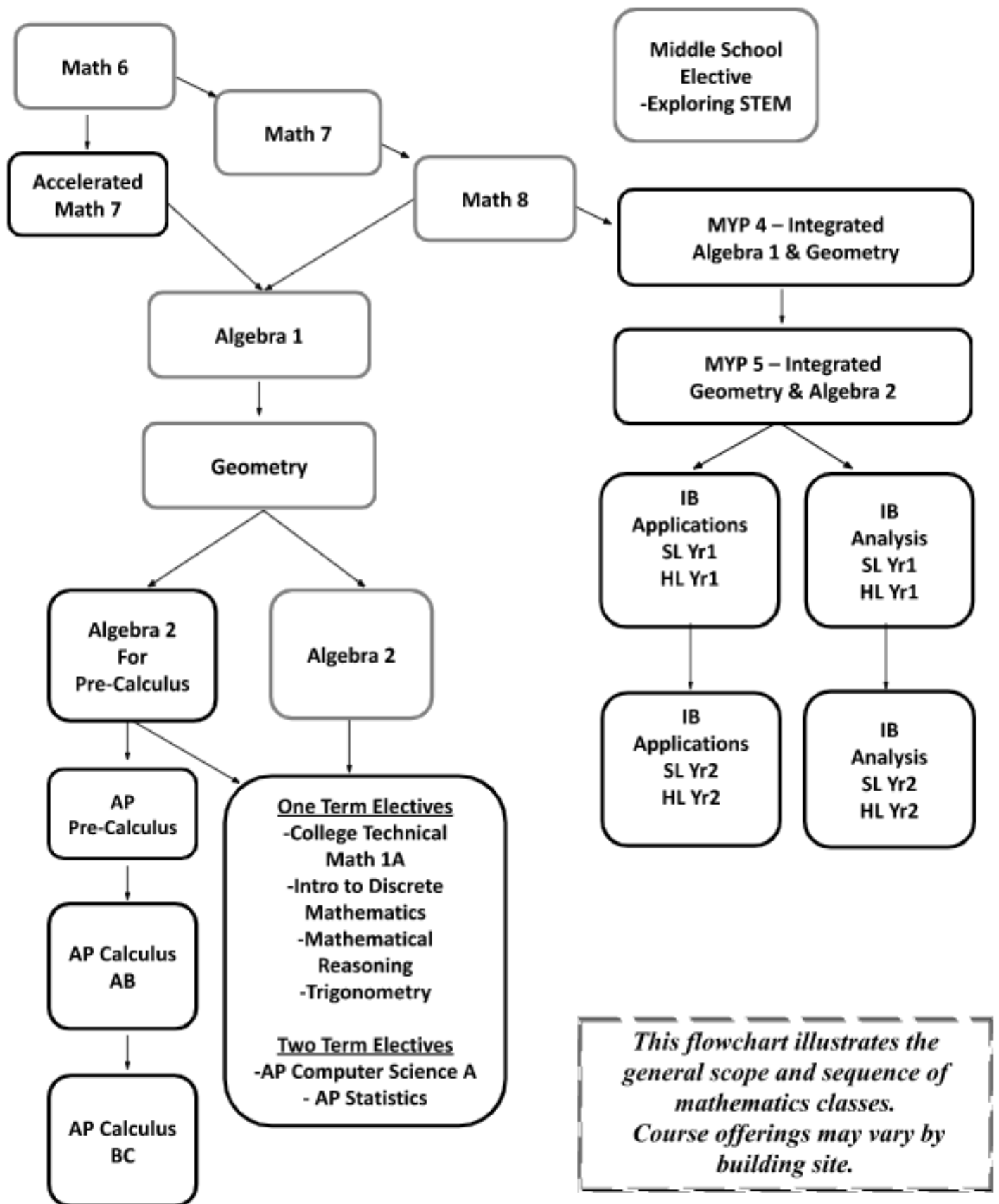
1.0 High School Credits

The goal of Health and Wellness is to encourage all learners to move toward personal wellness by taking responsible actions and making well-informed decisions. Students will learn how effective communication, decision-making, and goal setting skills are essential to help them identify, adapt, and maintain healthy behaviors. They will practice skills for expressing feelings in clear, respectful ways and learn how to access accurate information to guide decisions. Students will use advocacy skills to promote healthy norms and behaviors for themselves and others. They will learn and practice these skills by discussing the topic areas of wellness, mental health, substance abuse prevention, first aid, human growth and development, and nutrition.

### **NOTES:**

- This course is required for high school graduation. Students who successfully completed this health course in eighth grade will meet the graduation requirement and the grade will be counted in the high school grade point average.
- Watch for a parent letter regarding the Human Growth and Development unit.

## GBAPS Secondary Mathematics Flow Chart



# MATHEMATICS

Students Must Select a Mathematics Course Each Year

| Course Number                                      | Course Name                               | Grade |   |   | Course Length   | Course Type            | School |    |   |   |   |   |   |   |
|--|---|-------|---|---|-----------------|------------------------|--------|----|---|---|---|---|---|---|
|  |   | 6     | 7 | 8 |                 |                        | A      | DV | E | F | L | R | W |   |
| MID000625  | Mathematics 6                             | •     |   |   | Every Day       | Required Academic Core | •      | •  | • | • | • | • | • | • |
| FSE000622  | Mathematics 6 Life Skills                 | •     |   |   | Every Day       | Required Academic Core |        |    | • | • | • | • | • | • |
| MTH090625<br>SSE091025                             | Supplemental Mathematics 6                | •     |   |   | Every Day       | Required Academic Core |        |    | • | • | • | • | • | • |
| MTH072325  | Mathematics 7                             |       | • |   | Every Day       | Required Academic Core | •      | •  | • | • | • | • | • | • |
| MTH073325  | Accelerated Mathematics 7                 |       | • |   | Every Day       | Required Academic Core |        | •  | • | • | • | • | • | • |
| FSE072325  | Mathematics 7 Life Skills                 |       | • |   | Every Day       | Required Academic Core |        |    | • | • | • | • | • | • |
| MTH090725<br>SSE091025                             | Supplemental Mathematics 7                |       | • |   | Every Day       | Required Academic Core | •      |    | • | • | • | • | • | • |
| MTH083625  | Mathematics 8                             |       |   | • | Every Day       | Required Academic Core | •      | •  | • | • | • | • | • | • |
| FSE083625  | Mathematics 8 Life Skills                 |       |   | • | Every Day       | Required Academic Core |        |    | • | • | • | • | • | • |
| MTH072825  | Algebra 1*                                |       |   | • | Every Day       | Required Academic Core | •      | •  | • | • | • | • | • | • |
| MTH089125  | MYP 4: Integrated Algebra 1 and Geometry* |       |   | • | Every Day       | Required Academic Core |        |    |   | • |   |   |   |   |
| MTH090825  | Supplemental Mathematics 8                |       |   | • | Every Day       | Required Academic Core | •      |    | • | • | • | • | • | • |
| MID078725  | Exploring STEM                            |       | • | • | Every Other Day | Elective               | •      |    | • | • | • | • | • | • |
| <b>Additional Mathematics at Leonardo Da Vinci</b> |   |       |   |   |                 |                        |        |    |   |   |   |   |   |   |
| MTH044825  | Algebra 2 for Pre-Calculus*               |       |   | • | Every Day       | Required Academic Core |        | •  |   |   |   |   |   |   |
| MTH082825  | Geometry*                                 |       |   | • | Every Day       | Required Academic Core |        | •  |   |   |   |   |   |   |
| MTH044925  | Pre-Calculus*                             |       |   | • | Every Day       | Required Academic Core |        | •  |   |   |   |   |   |   |

\*Note - Please see page 1 for information about high school credit for courses taken in middle school.

## **MID000625 - MATHEMATICS 6**

In this course students will: (1) use reasoning about multiplication and division to solve ratio and rate problems; (2) use the meaning of fractions, the meanings of multiplication and division, and the relationships between multiplication and division to understand and explain why the procedure for division of fractions make sense; (3) understand the use of variables in mathematical expressions and equations to describe the relationships between quantities; and (4) begin to develop their ability to think statistically.

## **FSE000625 - MATHEMATICS 6 – LIFE SKILLS**

The Life Skills option emphasizes development in mathematical operations and relationships.

## **MTH090625 / SSE091025 - SUPPLEMENTAL MATHEMATICS 6**

Enrollment in this course is based on achievement data and teacher recommendation. This course uses small group and individual instruction in order to accelerate progress for those who have been challenged by mathematics. Classroom activities are student-centered, emphasizing concrete mathematical experiences and active learning. The focus is on each student's needs in order to help them to become proficient mathematicians.

## **MTH072325 - MATHEMATICS 7**

In this course students will: (1) extend their understanding of ratios and develop an understanding of proportionality; (2) will develop an understanding of various representations of rational numbers (fractions, decimals, percent's, negative numbers) and their contexts; (3) solve geometric problems involving scale drawings, informal geometric constructions, area, surface area, and volume; and (4) learn to draw inferences about populations based on samples.

**MTH073325 - ACCELERATED MATHEMATICS 7**

*Prerequisite - Teacher Recommendation*

In Accelerated Mathematics 7, students will learn content from both the 7<sup>th</sup> and 8<sup>th</sup> grade math curriculum. Compared to a traditional Math 7 course, this course demands a faster pace for instruction and learning. Students will increase their understanding from the 6<sup>th</sup> grade on proportional relationships, equations, and positive and negative numbers. These topics will remain a major emphasis throughout the middle school years and into high school. Students who successfully complete this course will complete Algebra 1 in 8<sup>th</sup> grade.

In this course students will: (1) develop an understanding of operations with rational numbers and integers and work with expressions and equations; (2) use equations and systems of equations to represent, analyze, and solve a variety of problems; (3) understand the effects of geometric transformation to solve problems involving scale drawings, informal geometric constructions, area, surface area, and volume; and (4) learn to draw inferences about populations based on samples.

**FSE072325 - MATHEMATICS 7 - LIFE SKILLS**

The Life Skills option emphasizes development in mathematical operations and relationships.

**MTH090725 / SSE091025 - SUPPLEMENTAL MATHEMATICS 7**

Enrollment in this course is based on achievement data and teacher recommendation. This course uses small group and individual instruction in order to accelerate progress for those who have been challenged by mathematics. Classroom activities are student-centered, emphasizing concrete mathematical experiences and active learning. The focus is on each student's needs in order to help them to become proficient mathematicians.

**MTH083625 - MATHEMATICS 8**

In this course students will: (1) formulate and reason about expressions and linear equations, including modeling relationships, solving equations, and exploring systems of linear equations; (2) understand functions as representations of rules; and (3) analyze two- and three-dimensional space and figures using geometric and algebraic concepts.

**FSE083625 - MATHEMATICS 8 - LIFE SKILLS**

The Life Skills option emphasizes development in mathematical operations and relationships.

**MTH090825 - SUPPLEMENTAL MATHEMATICS 8**

Enrollment in this course is based on achievement data and teacher recommendation. This course uses small group and individual instruction in order to accelerate progress for those who have been challenged by mathematics. Classroom activities are student-centered, emphasizing concrete mathematical experiences and active learning. The focus is on each student's needs in order to help them to become proficient mathematicians.

**MTH072825 - ALGEBRA 1**

*1.0 High School Credits Prerequisite: Accelerated Mathematics 7 and/or Teacher Recommendation*

In this course students will develop a deep and extended understanding of linear, exponential and quadratic functions. They will apply, compare and contrast these functions as well as examine methods for solving and analyzing them. Univariate and bivariate statistics topics will also be explored. Successful completion of this course will fulfill the first entry level mathematics course requirements for most four-year colleges and two-year technical colleges.

*Note: Please see page 1 for information about high school credit for courses taken in middle school.*

**MTH089125 - MYP 4: INTEGRATED ALGEBRA 1 AND GEOMETRY**

*1.0 High School Credits Prerequisite: Accelerated Mathematics 7 and/or Teacher Recommendation*

Integrated Algebra 1 and Geometry is aligned with the International Baccalaureate Middle Years Programme. It is an Integrated Algebra 1, Geometry, and Algebra 2 course. Some of the specific content explored in this course include graphical analysis, proportionality, quadratics and radical functions. MYP 4 encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

MYP 4 is a continuation of the PYP and MYP math courses and is a gateway to advanced course work of the IB Diploma Programme math and sciences. MYP 4 is the first of a two-year math series to culminate with MYP 5.

*Note: Please see page 1 for information about high school credit for courses taken in middle school.*



**MID078725 - EXPLORING STEM**

This course is for students who are interested in hands-on applications of science, technology, engineering, and math (STEM). Students will explore and investigate topics such as engineering and design; flight and motion; psychology; crime scene investigation and technology tools. They will have opportunities to develop not only their science and math skills, but also their skills in teamwork, communication, creativity, and critical thinking.

**ADDITIONAL MATHEMATICS AT LEONARDO DA VINCI**

**MTH082825 - GEOMETRY**

1.0 High School Credits Prerequisite: Algebra 1

In this course, students will explore complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments in a variety of formats. Topics will include congruence and similarity of geometric figures, the right triangle trigonometry, cross sections and rotations, coordinate geometry, and circles. Other topics will include the computation and interpretation of probabilities. Successful completion of this course will fulfill the second entry-level mathematics course requirement for most four-year colleges and two-year technical colleges.

**MTH044825 - ALGEBRA 2 FOR PRE-CALCULUS**

1.0 High School Credits Prerequisite: Geometry

This course will deepen and expand the understanding of algebraic concepts. New topics introduced include complex numbers, conic sections, and polynomial, logarithmic, and trigonometric functions. This course will primarily utilize direct instruction, though students will be expected to use multiple representations to deepen their understanding of advanced algebraic concepts and models. Graphing calculators will be utilized in this course. Successful completion of this course will fulfill the third entry-level mathematics course requirements for most four-year colleges and two-year technical colleges.

**MTH044925 - PRE-CALCULUS**

1.0 High School Credits Prerequisite: Algebra 2 for Pre-Calculus

Students will deepen their knowledge of a wide variety of functions to include analysis of key characteristics, transformations, and mathematical manipulation. Students will be introduced to topics needed for post-secondary study such as vectors, limits and conic sections.

| ENGLISH LEARNER MATHEMATICS COURSES |  |       |   |   |               |                        |        |   |   |   |   |
|-------------------------------------|--|-------|---|---|---------------|------------------------|--------|---|---|---|---|
| Course Number                       | Course Name  | Grade |   |   | Course Length | Course Type            | School |   |   |   |   |
|                                     |  | 6     | 7 | 8 |               |                        | E      | F | L | R | W |
| ELL300130                           | EL Intensive Mathematics/Enrichment (Double Block) | •     | • | • | Every Day     | Required Academic Core | •      |   | • |   | • |
| ELL090625                           | EL Supplemental Mathematics 6                      | •     |   |   | Every Day     | Required Academic Core | •      |   | • |   | • |
| ELL090725                           | EL Supplemental Mathematics 7                      |       | • |   | Every Day     | Required Academic Core | •      |   | • |   | • |
| ELL090825                           | EL Supplemental Mathematics 8                      |       |   | • | Every Day     | Required Academic Core | •      |   | • |   | • |

**ELL300130 - EL INTENSIVE MATHEMATICS/ENRICHMENT (DOUBLE BLOCK)**

This course is for new-to-the-country English Learners (ELs) with documented limited or interrupted formal education (SLIFE) with very limited math proficiency. This intensive course is designed to accelerate math acquisition and close the achievement gap while building students' academic language of mathematics in English. The curriculum covers the state standards for Mathematics from grades K-5. Teachers will differentiate instruction for students who are at various levels of math proficiency.

**ELL090625 - EL SUPPLEMENTAL MATHEMATICS 6**

Enrollment in this course is based on achievement data and teacher recommendation. This course uses small group and individual instruction in order to accelerate progress for new-to-the-country English Learners who have been challenged by mathematics. Classroom activities are student-centered, emphasizing concrete mathematical experiences and active learning. The focus is on each student's needs in order to help them to become proficient mathematicians.

**ELL090725 - EL SUPPLEMENTAL MATHEMATICS 7**

Enrollment in this course is based on achievement data and teacher recommendation. This course uses small group and individual instruction in order to accelerate progress for new-to-the-country English Learners who have been challenged by mathematics. Classroom activities are student-centered, emphasizing concrete mathematical experiences and active learning. The focus is on each student's needs in order to help them to become proficient mathematicians.

**ELL090825 - EL SUPPLEMENTAL MATHEMATICS 8**

Enrollment in this course is based on achievement data and teacher recommendation. This course uses small group and individual instruction in order to accelerate progress for new-to-the-country English Learners who have been challenged by mathematics. Classroom activities are student-centered, emphasizing concrete mathematical experiences and active learning. The focus is on each student's needs in order to help them to become proficient mathematicians.

# MUSIC

Students Must Select a Music Course in Grade 6  
Students in Grades 7 and 8 may take more than one course in Music.



| BAND                   |                       |       |   |   |                 |   |        |    |   |   |   |   |   |   |
|------------------------|-----------------------|-------|---|---|-----------------|---|--------|----|---|---|---|---|---|---|
| Course Number          | Course Name           | Grade |   |   | Course Length   | Course Type   | School |    |   |   |   |   |   |   |
|                        |                       | 6     | 7 | 8 |                 |   | A      | DV | E | F | L | R | W |   |
| MUS063625<br>MUS073625 | <b>Beginning Band</b> | •     | • | • | Every Other Day | Meets Requirement (6 <sup>th</sup> )<br>Elective (7 <sup>th</sup> and 8 <sup>th</sup> ) | •      |    | • | • | • | • | • | • |
| MUS063725              | <b>Band 1</b>         | •     | • | • | Every Other Day | Meets Requirement (6 <sup>th</sup> )<br>Elective (7 <sup>th</sup> and 8 <sup>th</sup> ) | •      | •  | • | • | • | • | • | • |
| MUS073725              | <b>Band 2</b>         |       | • | • | Every Other Day | Elective  | •      | •  | • | • | • | • | • | • |
| MUS074725              | <b>Band 3</b>         |       | • | • | Every Other Day | Elective  | •      | •  | • | • | • | • | • | • |

**NOTES:**

- Students may need to rent or purchase an instrument from outside of school. Musical instruments and other articles may be transported by the students as long as they do not block the bus aisles or take up seating space.
- Regular individual practice is expected. Performances will be required outside of the school day.

**MUS063625 (GRADE 6) - BEGINNING BAND**

**MUS073625 (GRADES 7/8) - BEGINNING BAND**

In band courses, students will learn to play woodwind, brass, and percussion instruments. Beginning Band is for students who do not have prior experience in band, students needing additional development of foundational skills, and/or students who are switching instruments. Students will continue to develop their music literacy skills and be introduced to proper techniques for performing on a selected instrument.

**MUS063725 - BAND 1**

*Prerequisite: Completion of beginning band program or equivalent*

Band 1 is for students who have prior experience on a woodwind, brass, or percussion instrument. Students will continue to develop their music literacy skills and proper techniques on a selected instrument. Additionally, students will develop ensemble skills.

**MUS073725 - BAND 2**

*Prerequisite: Prior experience on a woodwind, brass, or percussion instrument*

In Band 2, students will continue to develop their musical literacy, ensemble skills, and technical skills on a woodwind, brass, or percussion instrument in a large group setting. Students will perform music that encompasses a variety of styles, historical backgrounds, and technical demands.

**MUS074725 - BAND 3**

*Prerequisite: Completion of Band 2 or equivalent prior experience on a woodwind, brass, or percussion instrument*

In Band 3, students will continue to develop their musical literacy, ensemble skills, technical skills, and independent musicianship skills on a woodwind, brass, or percussion instrument in a large group setting. Students will perform music that encompasses a variety of styles, historical backgrounds, and technical demands.

| CHOIR         |                           |       |   |   |                 |                                      |        |    |   |   |   |   |   |   |
|---------------|---------------------------|-------|---|---|-----------------|--------------------------------------|--------|----|---|---|---|---|---|---|
| Course Number | Course Name               | Grade |   |   | Course Length   | Course Type                          | School |    |   |   |   |   |   |   |
|               |                           | 6     | 7 | 8 |                 |                                      | A      | DV | E | F | L | R | W |   |
| MUS063525     | <b>Choir 6</b>            | •     |   |   | Every Other Day | Meets Requirement (6 <sup>th</sup> ) | •      | •  | • | • | • | • | • | • |
| MUS074225     | <b>Mixed Choir</b>        |       | • | • | Every Other Day | Elective                             | •      | •  | • | • | • | • | • | • |
| MUS064025     | <b>Tenor/Bass Choir</b>   |       | • | • | Every Other Day | Elective                             |        |    | • | • | • | • | • | • |
| MUS080125     | <b>Tenor/Bass Choir 2</b> |       |   | • | Every Other Day | Elective                             |        |    | • | • | • | • | • | • |
| MUS064125     | <b>Treble Choir</b>       |       | • | • | Every Other Day | Elective                             |        |    | • | • | • | • | • | • |
| MUS080225     | <b>Treble Choir 2</b>     |       |   | • | Every Other Day | Elective                             |        |    | • | • | • | • | • | • |

**NOTES:**

- Performances will be required outside of the school day.

**MUS063525 - CHOIR 6**

Choir 6 is available to students regardless of their musical background. They continue to develop their knowledge of music fundamentals as they learn vocal technique and part-singing. Students will sing music of various styles and genres in large and small group settings.

**MUS074225 - MIXED CHOIR**

Mixed Choir gives students the opportunity to continue developing their technical and expressive skills using increasingly complex repertoire in a mixed-voice ensemble. Students will continue to refine their abilities in vocal technique, part-singing, and music fundamentals. They will sing music of various styles and genres in large and small group settings.

**MUS064025 - TENOR/BASS CHOIR**

**MUS064125 - TREBLE CHOIR**

These courses give students the opportunity to enhance their technical and expressive vocal skills. Students will continue to develop their abilities in vocal technique, part-singing, and music fundamentals. They will sing music of various styles and genres in large and small group settings.

*Note: These choirs may be offered as a voice-specific or as a mixed choir depending on enrollment.*

*Note: Tenor/Bass Choir sings music usually written on the bass clef (lower notes). Treble Choir sings music usually written on the treble clef (higher notes). If you have questions about which choir to enroll in, please ask the choir teacher or your school counselor.*

**MUS080125 - TENOR/BASS CHOIR 2**

**MUS080225 - TREBLE CHOIR 2**

These courses give students the opportunity to continue developing their technical and expressive skills using increasingly complex repertoire in a gender-specific ensemble. Students will continue to refine their abilities in vocal technique, part-singing, and music fundamentals. They will sing music of various styles and genres in large and small group settings.

*Note: These choirs may be offered as a voice-specific or as a mixed choir depending on enrollment.*

*Note: Tenor/Bass Choir 2 sings music usually written on the bass clef (lower notes). Treble Choir 2 sings music usually written on the treble clef (higher notes). If you have questions about which choir to enroll in, please ask the choir teacher or your school counselor.*

| GENERAL MUSIC |                        |       |   |   |                             |                                      |        |    |   |   |   |   |   |
|---------------|------------------------|-------|---|---|-----------------------------|--------------------------------------|--------|----|---|---|---|---|---|
| Course Number | Course Name            | Grade |   |   | Course Length               | Course Type                          | School |    |   |   |   |   |   |
|               |                        | 6     | 7 | 8 |                             |                                      | A      | DV | E | F | L | R | W |
| MUS063025     | General Music 6        | •     |   |   | Every Other Day             | Meets Requirement (6 <sup>th</sup> ) |        |    | • |   | • | • | • |
| MUS093525     | Music/Life Skills**    | •     | • | • | Every Other Day             | Elective                             |        |    | • | • | • | • | • |
| MUS046525     | Popular Music Workshop |       | • | • | Every Other Day             | Elective                             | •      | •  | • | • | • | • | • |
| EXP063325     | World Drumming         | •     |   |   | Every day (for seven weeks) | Required Exploratory                 |        |    |   |   |   |   | • |

**MUS063025 - GENERAL MUSIC 6**

In this class, students will learn music appreciation, critical listening, and recognizing the role of music in society. They will study traditional, historical, and modern music from Western and World Music traditions. Students will learn about and use musically relevant criteria to analyze and evaluate performances and individual work. Activities will include opportunities to engage in a variety of listening activities and discussions so students can understand and develop their personal tastes in music.

**MUS093525 - MUSIC/LIFE SKILLS**

This course gives students opportunities to have experiences with music using a modified curriculum. The Music curriculum content, as well as the assessment, is modified. Teacher recommendation is required.

*Note: Course is offered on a rotating schedule and may not be available every year.*

**MUS046525 - POPULAR MUSIC WORKSHOP**

Students in this course will have the opportunity to play the electric guitar, keyboard, and percussion instruments while learning about world music and pop culture. This course is open to all students who enjoy music and want to expand their learning in the Fine Arts area without concert performance or required practice outside of class time. Concert performances are not required in this course. No outside practice is required.

*Note: This course may be taken again if previously taken in 7<sup>th</sup> grade.*

**EXP063325 - WORLD DRUMMING**

In this course, students will be introduced to hand drumming techniques and traditions from multiple world regions. Students will study the music of multiple cultures, including African, Central and South American, Middle Eastern, Indonesian, and Native American. They will continue to develop their ability to read and improvise music individually and with an ensemble.

*\*Note: This course meets every day for approximately seven weeks as part of a five-course rotation for the Arts House at Washington.*

| ORCHESTRA     |                     |       |   |   |                 |   |        |    |   |   |   |   |   |   |
|---------------|---------------------|-------|---|---|-----------------|---|--------|----|---|---|---|---|---|---|
| Course Number | Course Name         | Grade |   |   | Course Length   | Course Type   | School |    |   |   |   |   |   |   |
|               |                     | 6     | 7 | 8 |                 |   | A      | DV | E | F | L | R | W |   |
| MUS063825     | Beginning Orchestra | •     | • | • | Every Other Day | Meets Requirement (6 <sup>th</sup> )<br>Elective (7 <sup>th</sup> and 8 <sup>th</sup> ) | •      |    | • | • | • | • | • | • |
| MUS063925     | Orchestra 1         | •     | • | • | Every Other Day | Meets Requirement (6 <sup>th</sup> )<br>Elective (7 <sup>th</sup> and 8 <sup>th</sup> ) | •      | •  | • | • | • | • | • | • |
| MUS073925     | Orchestra 2         |       | • | • | Every Other Day | Elective  | •      | •  | • | • | • | • | • | • |
| MUS074825     | Orchestra 3         |       | • | • | Every Other Day | Elective  | •      | •  | • | • | • | • | • | • |

**NOTES:**

- Students may need to rent or purchase an instrument from outside of school. Musical instruments and other articles may be transported by the students as long as they do not block the bus aisles or take up seating space.
- Regular individual practice is expected. Performances will be required outside of the school day.

**MUS063825 - BEGINNING ORCHESTRA**

In orchestra courses, students will learn to play an orchestral string instrument: violin, viola, cello, or string bass. Beginning Orchestra is for students who do not have prior experience in orchestra, students needing additional development of foundational skills, and/or students who are switching instruments. Students will continue to develop their music literacy skills and be introduced to proper techniques for performing on a selected instrument.

**MUS063925 - ORCHESTRA 1**

*Prerequisite: Completion of beginning orchestra program or equivalent*

Orchestra 1 is for students who have prior experience on an orchestral string instrument (violin, viola, cello, or string bass). Students will continue to develop their music literacy skills and proper techniques on a selected instrument. Additionally, students will develop ensemble skills.

**MUS073925 - ORCHESTRA 2**

*Prerequisite: Prior experience on a string instrument*

In Orchestra 2, students will continue to develop their musical literacy, ensemble skills, and technical skills on an orchestral string instrument (violin, viola, cello, or string bass) in a large group setting. Students will perform music that encompasses a variety of styles, historical backgrounds, and technical demands.

**MUS074825 - ORCHESTRA 3**

*Prerequisite: Completion of Orchestra 2 or equivalent prior experience on a string instrument*

In Orchestra 3, students will continue to refine their musical literacy, ensemble skills, technical skills, and independent musicianship skills on an orchestral string instrument (violin, viola, cello, or string bass) in a large group setting. Additionally, they will also begin to develop leadership skills in large and small group settings. Students will perform music that encompasses a variety of styles, historical backgrounds, and technical demands.

## OTHER COURSE OPTIONS

| GENERAL EDUCATION COURSES |   |       |   |   |                                 |                      |        |    |   |   |   |   |   |  |  |  |
|---------------------------|---|-------|---|---|---------------------------------|----------------------|--------|----|---|---|---|---|---|--|--|--|
| Course Number             | Course Name   | Grade |   |   | Course Length                   | Course Type          | School |    |   |   |   |   |   |  |  |  |
|                           |   | 6     | 7 | 8 |                                 |                      | A      | DV | E | F | L | R | W |  |  |  |
| OTH008925                 | <b>Aldo Leopold Community School Capstone Project</b> |       |   | • | Every Day                       | Required Capstone    | •      |    |   |   |   |   |   |  |  |  |
| EXP063525                 | <b>Personalize Your Path</b>                          | •     |   |   | Every Day*<br>(for seven weeks) | Required Exploratory | •      |    | • |   | • | • | • |  |  |  |

### **OTH008925 - ALDO LEOPOLD COMMUNITY SCHOOL CAPSTONE PROJECT**

The Capstone Project is a culminating experience where Aldo Leopold Community School eighth graders examine and use all the facets of their education and experiences from their time as an Aldo student. Students will demonstrate what it means to be a community member and explore their world through creative problem solving and interaction. They will learn how city government works, the role of business and non-profits in a community, how to make personal financial decisions, and the impact on the larger community. A film and speaker series engages students in discussions around contemporary issues. Students will create and run their own business in a simulated city for other students and guests to visit at the end of the year.

### **EXP063525 - PERSONALIZE YOUR PATH**

In sixth grade, students will learn how school prepares them for the future as they begin exploring careers, career clusters, and pathways/programs of study that match their learning styles, interests, values, and skills. Students will begin to learn how academic achievement impacts future goals, as well as what options they have to further explore career interests in middle school and high school, to best prepare them for the future.

*\*Note: This course meets every day for approximately seven weeks as part of a five-course rotation at Edison, Lombardi, Red Smith, and Washington.*

| AVID (Advancement Via Individual Determination) |                     |       |   |   |               |                        |        |    |   |   |   |   |   |  |  |  |
|---|---------------------|-------|---|---|---------------|------------------------|--------|----|---|---|---|---|---|--|--|--|
| Course Number                                   | Course Name         | Grade |   |   | Course Length | Course Type            | School |    |   |   |   |   |   |  |  |  |
|   |                     | 6     | 7 | 8 |               |                        | A      | DV | E | F | L | R | W |  |  |  |
| MID079025                                       | <b>AVID 7</b>       |       | • |   | Every Day     | Teacher Recommendation |        |    | • |   | • | • | • |  |  |  |
| MID089025                                       | <b>AVID 8</b>       |       |   | • | Every Day     | Teacher Recommendation |        |    | • |   | • | • | • |  |  |  |
| MIDB79025                                       | <b>AVID Excel 7</b> |       | • |   | Every Day     | Teacher Recommendation |        |    | • |   |   |   |   |  |  |  |
| MIDB89025                                       | <b>AVID Excel 8</b> |       |   | • | Every Day     | Teacher Recommendation |        |    | • |   |   |   |   |  |  |  |

### **MID079025 - AVID 7**

### **MID089025 - AVID 8**

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. Students receive instruction that utilizes a rigorous college-preparatory curriculum, twice weekly facilitated study groups and motivational activities. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. AVID students engage in activities centered around exploring college and career opportunities and their own agency such as college visits at each grade level and guest speakers.

### **MIDB79025 - AVID EXCEL 7**

### **MIDB89025 - AVID EXCEL 8**

AVID Excel is an accelerated pathway into high school that provides English Learners the tools and support to take control of their schooling and plan their pathway to college and careers. The courses focus on six learning strands - reading, writing, oral language, academic vocabulary, study skills, and self-determination and leadership - that help to accelerate language acquisition, increase overall achievement, and give students access to rigorous coursework.

| IB MIDDLE YEARS PROGRAMME |                                      |       |   |   |               |             |        |    |   |   |   |   |   |  |
|---------------------------|--------------------------------------|-------|---|---|---------------|-------------|--------|----|---|---|---|---|---|--|
| Course Number             | Course Name                          | Grade |   |   | Course Length | Course Type | School |    |   |   |   |   |   |  |
|                           |                                      | 6     | 7 | 8 |               |             | A      | DV | E | F | L | R | W |  |
| OTH000025                 | <b>MYP Community Project</b>         |       |   | • | Embedded      | Required    |        |    |   | • |   |   |   |  |
| OTH006325                 | <b>MYP Interdisciplinary Units 6</b> | •     |   |   | Embedded      | Required    |        |    |   | • |   |   |   |  |
| OTH007325                 | <b>MYP Interdisciplinary Units 7</b> |       | • |   | Embedded      | Required    |        |    |   | • |   |   |   |  |
| OTH008325                 | <b>MYP Interdisciplinary Units 8</b> |       |   | • | Embedded      | Required    |        |    |   | • |   |   |   |  |

### **OTH000025 - MYP COMMUNITY PROJECT**

As part of the IB Middle Years Programme (MYP), students in Grade 8 at Franklin Middle School complete a Community Project. The community project focuses on community and service, encouraging students to explore their interests and realize the contributions and differences they make in their community. Community projects enable students to engage in practical explorations through a cycle of inquiry, action, and reflection. The community project helps students develop the attributes of the IB learner profile, approaches to learning skills, and become independent, lifelong learners. Students are supported throughout their community project from their supervisor and the MYP coordinator.

### **OTH006325 - MYP INTERDISCIPLINARY UNITS 6**

### **OTH007325 - MYP INTERDISCIPLINARY UNITS 7**

### **OTH008325 - MYP INTERDISCIPLINARY UNITS 8**

Interdisciplinary learning is a key feature of the IB Middle Years Programme. At Franklin, two subjects come together once a year to purposefully integrate their content into a unit that makes meaningful connections. Through interdisciplinary units, students are empowered to integrate the disciplines in novel and creative ways. These units help students make connections between disciplines to develop new understanding, create products, or address real-world issues in ways that would have been unlikely through a single subject approach.

| ENGLISH LEARNERS |  |       |   |   |               |                           |        |   |   |   |   |  |  |
|------------------|--|-------|---|---|---------------|---------------------------|--------|---|---|---|---|--|--|
| Course Number    | Course Name                            | Grade |   |   | Course Length | Course Type               | School |   |   |   |   |  |  |
|                  |  | 6     | 7 | 8 |               |                           | E      | F | L | R | W |  |  |
| ELL030125        | <b>Academic Language Development 1</b> |       | • | • | Every Day     | EL Teacher Recommendation |        | • | • | • | • |  |  |
| ELL030125        | <b>Academic Language Development 2</b> |       | • | • | Every Day     | EL Teacher Recommendation |        | • | • | • | • |  |  |
| ELL000138        | <b>Excel Strategies 7</b>              |       | • |   | Every Day     | EL Teacher Recommendation | •      |   |   |   |   |  |  |
| ELL000148        | <b>Excel Strategies 8</b>              |       |   | • | Every Day     | EL Teacher Recommendation | •      |   |   |   |   |  |  |

### **ELL030125 - ACADEMIC LANGUAGE DEVELOPMENT 1**

### **ELL030225 - ACADEMIC LANGUAGE DEVELOPMENT 2**

Academic Language Development is a course designed for long-term English Learner students that provides explicit instruction in English language development and academic language through reading, writing, oral language, and academic vocabulary. In this course students will use language for various purposes, tasks, and audiences in order to build proficiency in English.

### **ELL000138 - EXCEL STRATEGIES 7**

### **ELL000148 - EXCEL STRATEGIES 8**

Excel Strategies provides English Learners support for accelerated language acquisition. Students will develop skills in reading, writing, oral language, academic vocabulary, study skills, and self-determination and leadership.

| SPECIAL EDUCATION |                                  |       |   |   |                 |                            |        |   |   |   |   |
|-------------------|----------------------------------|-------|---|---|-----------------|----------------------------|--------|---|---|---|---|
| Course Number     | Course Name                      | Grade |   |   | Course Length   | Course Type                | School |   |   |   |   |
|                   |                                  | 6     | 7 | 8 |                 |                            | E      | F | L | R | W |
| SEO093525         | Exploring Choices and Challenges |       | • | • | Every Other Day | Teacher Recommendation     | •      | • | • | • | • |
| MID099525         | Navigating Social Dynamics       | •     | • | • | Every Other Day | Teacher Recommendation     | •      | • | • | • | • |
| SSE009000         | Resource (every day)             | •     | • | • | See Below       | IEP/Teacher Recommendation | •      | • | • | • | • |
| SSE009003         | Resource (every other day)       | •     | • | • | See Below       | IEP/Teacher Recommendation | •      | • | • | • | • |

**SEO093525 - EXPLORING CHOICES AND CHALLENGES**

This course works with students to effect long-term change in the cognitive-behavioral area. It is designed to teach strategies for decision making, evaluating life choices, managing anger and implementing corrective thinking processes.

**MID099525 - NAVIGATING SOCIAL DYNAMICS**

The purpose of this course is to effect long-term change in the area of social thinking. The course involves understanding of specific social cognitive challenges and learning how to use strategies to compensate for these challenges in the real world. Emphasis is on personal problem solving, conversation skills, initiating interactions, perspective taking, and abstract thinking.

**SSE009000 - RESOURCE (EVERY DAY)**

**SSE009003 - RESOURCE (EVERY OTHER DAY)**

Resource is designed to provide students with individualized support and assistance to be able to participate and progress in the regular classroom general education curriculum.



# PHYSICAL EDUCATION

*Students Must Select a Physical Education Course Each Year*

| Course Number | Course Name                 | Grade |   |   | Course Length   | Course Type | School |    |   |   |   |   |   |
|---------------|-----------------------------|-------|---|---|-----------------|-------------|--------|----|---|---|---|---|---|
|               |                             | 6     | 7 | 8 |                 |             | A      | DV | E | F | L | R | W |
| PED061025     | Physical Education 6        | •     |   |   | Every Other Day | Required    | •      | •  | • | • | • | • | • |
| PED071025     | Physical Education 7        |       | • |   | Every Other Day | Required    | •      | •  | • | • | • | • | • |
| PED081025     | Physical Education 8        |       |   | • | Every Other Day | Required    | •      | •  | • | • | • | • | • |
| PED093125     | Adaptive Physical Education | •     | • | • | Every Other Day | Required    |        |    | • | • | • | • | • |

## **PED061025 - PHYSICAL EDUCATION 6**

In middle school, students use and continue to develop the skills learned in elementary school and apply them in games and fitness activities. Sixth graders will emphasize skill development and be introduced to concepts of game play. They will learn the rules and basic principles of a variety of individual and group activities and games, which they will build upon in future years. Students will work with a diverse population and be willing to accept feedback to accomplish group goals. Students will be introduced to fitness concepts and begin to understand how they may be applied to a lifetime of personal fitness.

## **PED071025 - PHYSICAL EDUCATION 7**

In middle school, students use and continue to develop the skills learned in previous grades and apply them in games and fitness activities. Seventh graders will continue to develop their skills, while emphasizing strategies and tactics of game play. They will continue to apply the rules and principles in a variety of individual and group activities and games. Students will work with a diverse population and be willing to give and accept feedback to accomplish group goals. Students will continue to examine fitness concepts and begin to make informed decisions for a lifetime of personal fitness.

## **PED081025 - PHYSICAL EDUCATION 8**

In middle school, students use and continue to develop the skills learned in previous grades and apply them in games and fitness activities. Eighth graders will refine their skills, as well as the strategies and tactics of game play. They will consistently apply the rules and principles in a variety of individual and group activities and games. Students will promote positive social interactions with a diverse population to accomplish group goals. Students will continue to examine fitness concepts and apply them to make informed decisions for a lifetime of personal fitness.

## **PED093125 - ADAPTIVE PHYSICAL EDUCATION**

This course gives students opportunities to explore various areas of recreation using a modified curriculum. The Physical Education curriculum content as well as the assessment is modified. Teacher recommendation is required.

**Note:** Course is offered on a rotating schedule and may not be available every year.

# SCIENCE

Students Must Select a Science Course Each Year

| Course Number | Course Name                                      | Grade |   |   | Course Length   | Course Type            | School |    |   |   |   |   |   |   |
|---------------|--|-------|---|---|-----------------|------------------------|--------|----|---|---|---|---|---|---|
|               |  | 6     | 7 | 8 |                 |                        | A      | DV | E | F | L | R | W |   |
| MID000613     | Physical Science                                 | •     |   |   | Every Day       | Required Academic Core | •      | •  | • | • | • | • | • | • |
| MID00B613     | Physical Science (Bilingual) <sup>o</sup>        | •     |   |   | Every Day       | Required Academic Core |        |    | • |   |   |   |   | • |
| FSE000613     | Physical Science Life Skills                     | •     |   |   | Every Day       | Required Academic Core |        |    | • | • | • | • | • | • |
| SCI071325     | Life Science                                     |       | • |   | Every Day       | Required Academic Core | •      | •  | • | • | • | • | • | • |
| SCIB71325     | Life Science (Bilingual) <sup>o</sup>            |       | • |   | Every Day       | Required Academic Core |        |    | • |   |   |   |   | • |
| FSE071325     | Life Science Life Skills                         |       | • |   | Every Day       | Required Academic Core |        |    | • | • | • | • | • | • |
| SCI082325     | Earth and Space Science                          |       |   | • | Every Day       | Required Academic Core | •      | •  | • | • | • | • | • | • |
| SCIB82325     | Earth and Space Science (Bilingual) <sup>o</sup> |       |   | • | Every Day       | Required Academic Core |        |    | • |   |   |   |   | • |
| FSE082325     | Earth and Space Science Life Skills              |       |   | • | Every Day       | Required Academic Core |        |    | • | • | • | • | • | • |
| MID078725     | Exploring STEM                                   |       | • | • | Every Other Day | Elective               | •      |    | • | • | • | • | • | • |

<sup>o</sup>This course is for students enrolled in the bilingual program



## **MID000613 - PHYSICAL SCIENCE**

### **MID00B613 - PHYSICAL SCIENCE (BILINGUAL)<sup>o</sup>**

This is an investigative course where students will explore fundamental concepts from physics and chemistry including energy, matter, motion and forces, and waves. The course will examine how energy can be transferred from one object or system to another, how atomic and molecular interactions explain the properties of matter that we see and feel, how one can describe physical interactions between objects and within systems of objects, and the characteristic properties of waves and how can they be used?

There is a focus on developing and using models, planning and conducting investigations, analyzing and interpreting data, and constructing explanations. Students will use the CER (Claim, Evidence, and Reasoning) process and demonstrate understanding of engineering practices.

### **FSE000613 - PHYSICAL SCIENCE LIFE SKILLS**

The Life Skills option will emphasize development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills. The general education curriculum will be expanded to focus on the functional academic skills.

### **SCI071325 - LIFE SCIENCE**

### **SCIB71325 - LIFE SCIENCE (BILINGUAL)<sup>o</sup>**

This is a lab course that introduces students to the most fundamental ideas in biology including cells, genetics, body systems, evolution, and ecology. The course will focus on exploring the ways cells contribute to the function of living organisms, how living and nonliving things operate to meet the needs of organisms in an ecosystem, how living organisms pass traits from one generation to the next, and how organisms evolve over time in response to changes in the environment.

There is a focus on developing and using models, planning and conducting investigations, analyzing and interpreting data, and constructing explanations. Students will use the CER (Claim, Evidence, and Reasoning) process and demonstrate understanding of engineering practices.

*Note: Life Science and Earth and Space Science are offered every other year at Aldo Leopold and Leonardo Da Vinci*

### **FSE071325 - LIFE SCIENCE LIFE SKILLS**

The Life Skills option will emphasize development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills. The general education curriculum will be expanded to focus on the functional academic skills.

**SCI082325 - EARTH AND SPACE SCIENCE**

**SCIB82325 - EARTH AND SPACE SCIENCE (BILINGUAL)°**

This inquiry based course focuses on the continual changes in Earth's geosphere, atmosphere and hydrosphere, Earth's place in the Universe, and the composition and interactions of our solar system. The course will examine how the materials in and on Earth's crust change over time, how the interaction of celestial bodies affect Earth's place in the universe and solar system, how people figure out that the Earth and life on Earth have changed through time, how human activities affect Earth's systems, and the factors interact and influence weather, climate, and Earth's changing surface.

There is a focus on developing and using models, planning and conducting investigations, analyzing and interpreting data, and constructing explanations. Students will use the CER (Claim, Evidence, and Reasoning) process and demonstrate understanding of engineering practices.

*Note: Life Science and Earth and Space Science are offered every other year at Aldo Leopold and Leonardo Da Vinci*

**FSE082325 - EARTH AND SPACE SCIENCE LIFE SKILLS**

The Life Skills option will emphasize development of competence in the areas of career preparation, community participation, personal/social skills, and daily living skills. The general education curriculum will be expanded to focus on the functional academic skills.

**MID078725 - EXPLORING STEM**

This course is for students who are interested in hands-on applications of science, technology, engineering, and math (STEM). Students will explore and investigate topics such as engineering and design, flight and motion, psychology, crime scene investigation, and technology tools. They will have opportunities to develop not only their science and math skills, but also their skills in teamwork, communication, creativity, and critical thinking.

# SOCIAL STUDIES

*Students Must Select a Social Studies Course Each Year*

| Course Number | Course Name   | Grade |   |   | Course Length | Course Type            | School |    |   |   |   |   |   |   |
|---------------|---|-------|---|---|---------------|------------------------|--------|----|---|---|---|---|---|---|
|               |   | 6     | 7 | 8 |               |                        | A      | DV | E | F | L | R | W |   |
| MID000635     | United States History Survey                          | •     |   |   | Every Day     | Required Academic Core | •      | •  | • | • | • | • | • | • |
| MIDB00635     | United States History Survey (Bilingual) <sup>°</sup> | •     |   |   | Every Day     | Required Academic Core |        |    | • |   |   |   |   | • |
| FSE000635     | United States History Survey Life Skills              | •     |   |   | Every Day     | Required Academic Core |        |    | • | • | • | • | • | • |
| SOC071625     | World Cultures and Geography                          |       | • |   | Every Day     | Required Academic Core | •      | •  | • | • | • | • | • | • |
| SOCB71625     | World Cultures and Geography (Bilingual) <sup>°</sup> |       | • |   | Every Day     | Required Academic Core |        |    | • |   |   |   |   | • |
| FSE071625     | World Cultures and Geography Life Skills              |       | • |   | Every Day     | Required Academic Core |        |    | • | • | • | • | • | • |
| SOC082725     | Early Civilizations                                   |       |   | • | Every Day     | Required Academic Core | •      | •  | • | • | • | • | • | • |
| SOCB82725     | Early Civilizations (Bilingual) <sup>°</sup>          |       |   | • | Every Day     | Required Academic Core |        |    | • |   |   |   |   | • |
| FSE082625     | Early Civilizations Life Skills                       |       |   | • | Every Day     | Required Academic Core |        |    | • | • | • | • | • | • |

<sup>°</sup>This course is for students enrolled in the bilingual program

## **MID000635 - UNITED STATES HISTORY SURVEY**

### **MIDB00635 - UNITED STATES HISTORY SURVEY (BILINGUAL)<sup>°</sup>**

In United States History Survey, students will study the creation of the United States of America from its roots as a British colony to an independent, industrial nation. Students will investigate Native American cultures, colonization and colonial growth, United States independence, developing a new nation, the westward movement, the Civil War and industrialization, through close reading of primary and digital sources, collaborative discussion, and inquiry. The causes and effects of events that shaped our nation will be explored.

### **FSE000635 - UNITED STATES HISTORY SURVEY - LIFE SKILLS**

This course develops an understanding of geographical concepts, map skills and civic responsibilities. Students will have the opportunity to explore other countries and determine how geography, location, and resources have influenced and continue to influence people's lives. Students will experience cultural customs and traditions of countries other than the U.S. Current events are studied on an on-going basis.

### **SOC071625 - WORLD CULTURES AND GEOGRAPHY**

### **SOCB71625 - WORLD CULTURES AND GEOGRAPHY (BILINGUAL)<sup>°</sup>**

In World Cultures and Geography, students will study the regions of the world from a global perspective. They will explore the regions of Latin America, Europe, Asia, and Africa through the lenses of geography, history, government, economics, and culture. Students will examine the interconnectedness of the regions of the world and develop an understanding of how we live in a global society.

### **FSE071625 - WORLD CULTURES AND GEOGRAPHY - LIFE SKILLS**

This course develops an understanding of geographical concepts, map skills, and civic responsibilities. Students will have the opportunity to explore other countries and determine how geography, location, and resources have influenced and continue to influence people's lives. Students will experience cultural customs and traditions of countries other than the U.S. Current events are studied on an on-going basis.

### **SOC082725 - EARLY CIVILIZATIONS**

### **SOCB82725 - EARLY CIVILIZATIONS (BILINGUAL)<sup>°</sup>**

In Early Civilizations, students will investigate the development of ancient and pre-modern civilizations and the legacies that are left behind. Students will examine the commonalities between ancient civilizations, considering geographical impact, culture, leaders and legacies. The development and decline of civilizations including Mesopotamia, Egypt, India, China, Greece, Rome, the Middle East, Africa, and the Americas will be explored.

### **FSE082725 - EARLY CIVILIZATIONS - LIFE SKILLS**

This course develops an understanding of geographical concepts, map skills, and civic responsibilities. Students will have the opportunity to explore other countries and determine how geography, location, and resources have influenced and continue to influence people's lives. Students will experience cultural customs and traditions of countries other than the U.S. Current events are studied on an on-going basis.

# TECHNOLOGY AND ENGINEERING EDUCATION

| Course Number | Course Name                             | Grade |   |   | Course Length                   | Course Type          | School |    |   |   |   |   |   |   |
|---------------|---|-------|---|---|---------------------------------|----------------------|--------|----|---|---|---|---|---|---|
|               |   | 6     | 7 | 8 |                                 |                      | A      | DV | E | F | L | R | W |   |
| EXP062425     | Exploring Technology                    | •     |   |   | Every Day*<br>(for seven weeks) | Required Exploratory | •      |    | • |   | • | • | • |   |
| TED077125     | Construction and Manufacturing          |       | • | • | Every Other Day                 | Elective             | •      |    | • | • | • | • | • | • |
| TED077625     | Robotics and Engineering                |       | • | • | Every Other Day                 | Elective             | •      |    | • | • | • | • | • | • |
| TED077325     | Pathway to Engineering (PLTW)           |       | • | • | Every Day                       | Elective             |        |    |   |   |   | • |   |   |
| TED077425     | Advanced Pathways to Engineering (PLTW) |       |   | • | Every Other Day                 | Elective             |        |    |   |   |   | • |   |   |
| TED077525     | Pathway to Manufacturing                |       |   | • | Every Other Day                 | Elective             |        |    |   |   |   | • |   |   |
| TED093425     | Technology Education/Life Skills        | •     | • | • | Every Other Day                 | Elective             |        |    | • | • | • | • | • | • |



## **EXP062425 - EXPLORING TECHNOLOGY**

This is an exciting, beginning class that emphasizes the improvement of problem-solving skills. You will work on mini modules such as robotics, flight, electricity, mechanical reasoning and pneumatics. Students will also spend class time in the lab using a variety of tools and machines to complete projects made of metal, plastic and wood. Problem-solving skills will be emphasized.

*\*Note: This course meets every day for approximately seven weeks as part of a five-course rotation at Edison, Lombardi, Red Smith and Washington.*

## **TED077125 - CONSTRUCTION AND MANUFACTURING**

In this course students will use computers, hand tools, power tools and machines. Challenging activities will include the design, construction, and evaluation of structures, and mass-produced and individually designed products made of wood, metal, plastic and other material. Teamwork, problem-solving skills, and career exploration will be stressed in a safety conscious environment.

## **TED077625 - ROBOTICS AND ENGINEERING**

Students will discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the units such as: Transportation, 3D CAD software, and 3D printing. Students will also learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects. Teamwork, problem solving skills and career exploration will be emphasized in all areas of this class.

## **TED077325 - PATHWAY TO ENGINEERING (PLTW)**

This course is designed to teach problem solving and pre-engineering skills as well as integrate other STEM classes – mathematics, science, and technology. The course helps students develop and hone skills in middle school that enable them to enter high school with foundation knowledge and skills for success in pre-engineering courses. Different aspects of this course deal with the design process, sketching/drawing techniques, 3D CAD drawings, energy types and forms, and automation and robotics.

## **TED077425 - ADVANCED PATHWAY TO ENGINEERING (PLTW)**

*Prerequisite: Pathway to Engineering*

This course is a specialized class that builds off of the Pathway to Engineering course. This gives the students a chance to advance their acquired knowledge and skill in problem solving, team work, and innovation as well as exploring STEM. The class will achieve this through the study of both Green Architecture and Robotics. This class is designed to prepare students for the transition to high school.

## **TED077525 - PATHWAY TO MANUFACTURING**

This is a hands-on course designed to introduce students to the various techniques related to the metal manufacturing process. Students will develop basic understanding and skills necessary to weld, machine, fabricate, and finish their work. Students will be actively engaged in projects while being prepared for further courses in the Manufacturing pathway.

**TED093425 - TECHNOLOGY EDUCATION/LIFE SKILLS**

This course is designed to give students opportunities to experience the field of Technology and Engineering, using a modified curriculum. This class will offer hands-on projects and more one on one attention with the instructor. The class will focus on measuring, materials, and the basic use of hand and power tools. Activities will be individually designed to fit the needs and abilities of the students. Teacher recommendation is required.

*Note: Course is offered on a rotating schedule and may not be available every year.*

# THEATRE AND DANCE

| Course Number | Course Name                          | Grade |   |   | Course Length   | Course Type          | School |    |   |   |   |   |   |  |   |
|---------------|--------------------------------------|-------|---|---|-----------------|----------------------|--------|----|---|---|---|---|---|--|---|
|               |                                      | 6     | 7 | 8 |                 |                      | A      | DV | E | F | L | R | W |  |   |
| EXP063225     | Introduction to Theatre Arts         | •     |   |   | Every Day       | Required Exploratory | •      |    |   |   |   |   |   |  | • |
| OTH070225     | Dance Performance and Production 1   |       | • |   | Every Other Day | Elective             |        |    |   |   |   |   |   |  | • |
| OTH080225     | Dance Performance and Production 2   |       |   | • | Every Other Day | Elective             |        |    |   |   |   |   |   |  | • |
| OTH070125     | Theatre Performance and Production 1 |       | • |   | Every Other Day | Elective             |        |    |   |   |   |   |   |  | • |
| OTH080125     | Theatre Performance and Production 2 |       |   | • | Every Other Day | Elective             |        |    |   |   |   |   |   |  | • |



## **EXP063225 - INTRODUCTION TO THEATRE ARTS**

Introduction to Theatre Arts introduces students to the essentials of acting through acting activities, exercises, and creative play. They will develop their acting skills through team building, improvisation, scene work, and script work. The semester concludes with character development and analysis, enabling students to perform in a theatre showcase (dance, improvisation, and readers' theater). Students will be required to attend a live theatre performance as part of the course (at no additional cost to students).

## **OTH070225 - DANCE PERFORMANCE AND PRODUCTION 1**

This course introduces students to basic dance techniques, anatomical awareness, and the artistic processes of dance. Students will develop their technical, creative, and analytical skills through dance exercises, movement exploration, and observations. They will experience multiple styles of dance and dances from global cultural traditions. Through this course, students will explore movement and dance concepts, allowing them to compose a creative piece of their own.

## **OTH080225 - DANCE PERFORMANCE AND PRODUCTION 2**

In this course, students continue to develop dance techniques, anatomical awareness, and the artistic processes of dance. Students will apply their technical, creative, and analytical skills to dance exercises, movement exploration, choreography, and observations. They will experience multiple styles of dance and dances from global cultural traditions. Through this course, students will further explore movement and dance concepts, allowing them to compose complex creative choreography of their own.

## **OTH070125 - THEATRE PERFORMANCE AND PRODUCTION 1**

This course offers students the opportunity to learn how the acting and technical sides of a theatrical piece combine to create a complete production. Students continue to develop their acting skills through acting exercises, scene study, directing, music, and choreography. Additionally, they will be introduced to the technical aspects of theatre, including sets, lighting, makeup, costumes, and sound. Students will begin to develop the ability to analyze a script and understand the choices made in all aspects of production of a piece. Students will attend a live theatre performance (at no additional cost to students).

## **OTH080125 - THEATRE PERFORMANCE AND PRODUCTION 2**

In this course, students will continue learning how the acting and technical sides of a theatrical piece combine to create a complete production. They will continue developing their acting skills combined with technical aspects of a performance. Students will use their ability to independently analyze a script to make acting and technical choices made in the production of a piece. Students will attend a live theatre performance (at no additional cost to students).

# WORLD LANGUAGE

## Notes

- Please see page 1 for information about high school credit for courses taken in middle school.
- As part of the IB Middle Years Programme at Franklin Middle School, students learn about the countries, culture and language of Spanish- or French-speaking people. Students deepen their understanding, appreciation and connectedness to the global society.

| FRENCH        |   |       |   |   |                 |                   |        |    |   |   |   |   |   |  |  |
|---------------|---|-------|---|---|-----------------|-------------------|--------|----|---|---|---|---|---|--|--|
| Course Number | Course Name                                 | Grade |   |   | Course Length   | Course Type       | School |    |   |   |   |   |   |  |  |
|               |   | 6     | 7 | 8 |                 |                   | A      | DV | E | F | L | R | W |  |  |
| WLA060025     | Introduction to French Language and Culture | •     |   |   | Every Other Day | Meets Requirement |        |    |   | • |   |   |   |  |  |
| WLA074025     | French 1A*                                  |       | • |   | Every Other Day | Elective          |        |    | • |   | • | • | • |  |  |
| WLA074125     | French 1B*                                  |       |   | • | Every Other Day | Elective          |        |    | • |   | • | • | • |  |  |
| WLA017125     | French 1*                                   |       | • | • | Every Day       | Meets Requirement |        |    |   | • |   |   |   |  |  |
| WLA017225     | French 2*                                   |       |   | • | Every Day       | Meets Requirement |        |    |   | • |   |   |   |  |  |

\*Note - Please see page 1 for information about high school credit for courses taken in middle school.

### **WLA060025 - INTRODUCTION TO FRENCH LANGUAGE AND CULTURE**

Introduction to French Language and Culture begins with the basic skills of listening, speaking, reading, and writing as a basis for further study of the language. The curriculum includes introductory vocabulary, pronunciation, common daily expressions, questioning techniques, greetings, geography, history and culture. These are presented within the context of limited grammatical structures.

*Note:* As students develop greater understanding and appreciations of our global society, they learn the basic foundations of the French language. Students are prepared for French 1, which is taken in their 7th grade year.

### **WLA074025 - FRENCH 1A**

0.5 High School Credits

### **WLA074125 - FRENCH 1B**

0.5 High School Credits Prerequisite: French 1A

### **WLA017125 - FRENCH 1**

1.0 High School Credits

Imagine speaking a language which is not only understood by people on five continents, but has also been a rich part of Wisconsin's cultural heritage. From the fast-paced action of Canadian hockey rinks to the exotic shores of Tahiti, students explore the different cultural and linguistic aspects of the French-speaking world. Joining over 200 million French speakers from around the world, students prepare themselves for many different careers such as business, architecture, government, medicine, aeronautics and the arts, to name a few. Because between 40% - 60% of English vocabulary is derived from French, students reinforce English skills and improve test scores. Using a variety of media, students will study vocabulary and grammar structures in the context of the basic skills of listening, speaking, reading, and writing in French.

### **WLA017225 - FRENCH 2**

1.0 High School Credits Prerequisite: French 1

From the rhythmic beat of the Senegalese drums to the jazz-infused mystique of the Louisiana Cajun country, this course continues the dynamic study of French! Spicy as gumbo and intense as the Tour de France, French language study will fire your desire to learn how to express your own joie de vivre as you continue your journey through the Francophone world. Join the French Club to immerse yourself in French culture through additional activities such as travel, food, and fun. Using a variety of media, students will study vocabulary and grammar structures in the context of the basic skills of listening, speaking, reading, and writing in French.



| SPANISH       |  |       |   |   |                 |                   |        |    |   |   |   |   |   |   |
|---------------|--|-------|---|---|-----------------|-------------------|--------|----|---|---|---|---|---|---|
| Course Number | Course Name                                  | Grade |   |   | Course Length   | Course Type       | School |    |   |   |   |   |   |   |
|               |  | 6     | 7 | 8 |                 |                   | A      | DV | E | F | L | R | W |   |
| WLA060125     | Introduction to Spanish Language and Culture | •     |   |   | Every Other Day | Meets Requirement |        |    |   | • |   |   |   |   |
| WLA074425     | Spanish 1A*                                  |       | • |   | Every Other Day | Elective          | •      |    | • |   | • | • | • |   |
| WLA074525     | Spanish 1B*                                  |       |   | • | Every Other Day | Elective          | •      |    | • |   | • | • | • |   |
| WLA019125     | Spanish 1*                                   | •     | • | • | Every Day       | Meets Requirement |        | •  |   | • |   |   |   |   |
| WLA019225     | Spanish 2*                                   |       | • | • | Every Day       | Meets Requirement | •      | •  |   | • |   |   |   |   |
| WLA019325     | Spanish 3*                                   |       |   | • | Every Day       | Meets Requirement |        | •  |   | • |   |   |   |   |
| WLA074825     | Heritage Spanish 1A*                         |       | • | • | Every Other Day | Elective          |        |    | • |   |   |   |   | • |
| WLA074925     | Heritage Spanish 1B*                         |       |   | • | Every Other Day | Elective          |        |    | • |   |   |   |   | • |

\*Note - Please see page 1 for information about high school credit for courses taken in middle school.

**WLA060125 - INTRODUCTION TO SPANISH LANGUAGE AND CULTURE**

Introduction to Spanish Language and Culture begins with the basic skills of listening, speaking, reading, and writing as a basis for further study of the language. The curriculum includes introductory vocabulary, pronunciation, common daily expressions, questioning techniques, greetings, geography, history and culture. These are presented within the context of limited grammatical structures.

*Note: As students develop greater understanding and appreciations of our global society, they learn the basic foundations of the Spanish language. Students are prepared for Spanish 1, which is taken in their 7<sup>th</sup> grade year.*

**WLA074425 SPANISH 1A**

0.5 High School Credits

**WLA074525 - SPANISH 1B**

0.5 High School Credits Prerequisite: Spanish 1A

**WLA019125 - SPANISH 1**

1.0 High School Credits

¿Quieres hablar español? Let's become bilingual! Begin your Spanish language journey here by joining the more than 500 million people worldwide who speak Spanish. No matter what career you want to pursue, knowing Spanish will put you a step ahead. In Spanish 1, you will begin to communicate with others by speaking, listening, reading, and writing. You'll also learn about the traditions and cultures of fellow Spanish speakers around the world. ¡Vámonos!

**WLA019225 - SPANISH 2**

1.0 High School Credits Prerequisite: Spanish 1

¡Bienvenidos de nuevo! Let's continue the journey! Become a more effective communicator in Spanish. In Spanish 2, you will further develop your ability to interact with people all around the world through speaking, listening, reading, and writing. You'll also learn more about the Spanish-speaking world by exploring celebrations, traditions, and sports. ¡Olé!

**WLA019325 - SPANISH 3**

1.0 High School Credits Prerequisite: Spanish 2

¿Sabías que... your continued study of Spanish can lead to a future in more than 50 career paths and more than 12 college majors, from anthropology to zoology and everything in between? In Spanish 3, you'll learn how to have more in depth, real-life interactions through speaking, listening, reading, and writing. You'll also explore Spanish-speaking culture through music, dance, and more. ¡Ándale!

**WLA074825 - HERITAGE SPANISH 1A**

0.5 High School Credits Prerequisite: Fluent Spanish speaker and basic ability to read and write in Spanish

**WLA074925 - HERITAGE SPANISH 1B**

0.5 High School Credits Prerequisite: Heritage Spanish 1A

Heritage Spanish 1 is designed for students who demonstrate a high level of oral proficiency in Spanish, a basic ability to read and write in Spanish (or English reading proficiency), and would like to improve their skills in the Spanish language. Heritage Spanish 1 is based on world language standards and benchmarks while focusing on improving reading and writing in Spanish language. Students will learn context vocabulary, standardized syntax, and a better understanding of grammatical structures. Spanish culture and history is used as a contextual platform for students' language development.

# APPENDIX

## **ADDITIONAL FEES**

Some courses may have additional fees for materials and supplies. Consult with your school counselor if you have questions on these fees or any other fees.

## **DROPPING CLASSES**

A middle school student must have the permission of the student's parent/guardian, teacher, and building principal to withdraw from an elective course. Students must be scheduled into the required number of courses (6). Reasons for allowing a student to withdraw from a course include, but are not limited to, physical, mental or emotional concerns, inappropriate placement, or other circumstances beyond the student's control.

## **GIFTED AND TALENTED**

Opportunities for gifted and talented students at the middle school level include advanced courses such as Accelerated English Language Arts 7 and 8, Accelerated Mathematics 7, Algebra 1, and Exploring STEM. Students may also take the required high school Health and Wellness course in eighth grade. On occasion, students may need to take courses beyond these options; in these situations, parents should discuss placement with their school's Gifted and Talented Resource Teacher (GTRT) to best meet the needs of their student. For more information, check this coursebook, discuss options with your student's teachers, contact the Gifted and Talented Resource Teacher, contact the school counselor, or check the district website: [http://www.gbaps.org/why\\_choose\\_gbaps/district\\_programs/gifted\\_talented/](http://www.gbaps.org/why_choose_gbaps/district_programs/gifted_talented/).

## **MIDDLE SCHOOL COURSES AND HIGH SCHOOL GRADUATION REQUIREMENTS**

High school credit will be awarded to middle school students for taking equivalent high school courses as well as courses taken at a high school while enrolled in Grades 7-8. Approved credit can count toward the District requirement of 22 credits and as part of the specific requirement in the various academic areas. Students involved in earning these credits will still be required to take 4 credits of English, 3 credits of social studies, 3 credits of math, 3 credits of science, and 1½ credits of physical education in Grades 9-12. The course(s) will automatically appear on the transcript with credit given and the grade will be computed in the grade point average. If a parent/guardian determines at any point in the student's career that the course(s) will not be taken for credit, the parent/guardian must provide a request in writing to their student's counselor requesting the removal of the course and credit from the transcript. (This does not apply to the high school *Health and Wellness* course.) The course(s) and grade(s) will not appear on the transcript, no credit given and the grade will not be computed as part of the high school grade point average.

Additionally:

- Students in Grades 7-8 can earn credit for world language courses. See the World Language section for details.
- Students in Grade 8 enrolled in Accelerated English Language Arts 8 may receive high school elective credit. Four credits of English must be taken in grades 9-12 to meet graduation requirements.
- Students enrolled in Algebra 1 in Grade 8 may receive high school elective credit. Three credits of math must be taken in grades 9-12 to meet graduation requirements.
- Students in Grade 8 may take the high school Health and Wellness course offered at the middle school site. This course meets the high school health requirement for graduation. The grade will be counted in the high school grade point average and appear on the high school transcript.
- Students in Grade 8 enrolled in Geometry at a high school site may receive credit toward the three required math credits needed to graduate or may opt for an elective credit.

## **MIDDLE SCHOOL BILINGUAL PROGRAM**

The Bilingual Program at the Middle School is open to all students who participated in a bilingual program (either a one-way or two-way bilingual program) at one of the elementary schools. Parents and students make a choice to continue the program at Edison or Washington Middle School. Students who choose the Bilingual Pathway at the Middle School enroll in the following courses:

### **6<sup>th</sup> Grade**

English Language Arts 6  
Bilingual U.S. History Survey OR  
Bilingual Physical Science

### **7<sup>th</sup> Grade**

English Language Arts 7  
Bilingual World Cultures and Geography  
OR  
Bilingual Life Science

### **8<sup>th</sup> Grade**

English Language Arts 8  
Bilingual Early Civilizations OR  
Bilingual Earth and Space Science

## **ONLINE COURSES**

The Green Bay Area Public School District provides middle and high school students the opportunity to take online courses. Full-time virtual learning for students in Grades 6-12 is available through John Dewey Academy of Learning.

Online courses are available for high school students during Summer School. Courses available in the summer will be listed in the Summer School Coursebook. Courses are taught by Green Bay Area Public School District teachers, delivered through the Internet and may be accessed from home or school computers. Further information about online courses may be obtained from the student's school counselor.

## **SPECIAL EDUCATION**

The course description book has been designed so all courses for students with special education needs are embedded in the content area course description book. If you have questions or concerns about course selection for your child, please contact your child's IEP teacher or school counselor for more information. Green Bay Area Public Schools offer a complete range of educational opportunities for all students with special education needs. Special Education programming may involve a student in regular education courses, with or without accommodations and/or support, an academic lab, a self-contained classroom or combination of these options. Various program options can be designed to meet the student's educational needs through the student's individual education plan (IEP). Placement decisions are made based on the student's IEP.

## **SUMMER SCHOOL**

Students should begin to think about enrolling in learning opportunities offered during the summer. It is a good idea and excellent planning for students to consider earning additional credits to apply toward graduation, taking a course for enrichment, or simply pursuing learning that is of interest.

**Course information and registration materials will arrive in middle schools in early April. It is the student's responsibility to register in a timely manner.** Both credit and non-credit opportunities are planned and will be offered based on sufficient enrollment.

## **TURBOCHARGE with College Credit**

Turbocharge with College Credit is a PK-16 partnership between the Green Bay Area Public Schools, Northeast Wisconsin Technical College, and the University of Wisconsin-Green Bay with a shared transformational vision to create a college-going culture. It is an intentional effort by the partners to successfully transition high school graduates to postsecondary education (4-year college/university, technical college, or military) by having them earn college credit towards a certificate, credential, or degree upon graduation.

For more information about Turbocharge, visit [www.gbaps.org/turbocharge](http://www.gbaps.org/turbocharge).



**“We educate all students to be college, career and community ready, inspired to succeed in our diverse world.”**

**- Green Bay Area Public School District Mission Statement**

**Green Bay Area Public School District  
200 South Broadway  
Green Bay, WI 54303  
[www.gbaps.org](http://www.gbaps.org)**

It is the policy of the Green Bay Area Public School District to be nondiscriminatory on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability in their education programs or activities and also employment practices. Direct inquiries to: Equity Office, Green Bay Area Public School District, P.O. Box 23387, Green Bay, WI 54305 (920) 448-2184