

# Canarelli Middle School

## Course Catalog

### 2024-2025



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**INTRODUCTION**

The courses that will be offered at Canarelli Middle School for the upcoming school year are courses that have been selected by students during spring pre-registration. Generally, the courses listed in this registration guide will only be offered the next school year if 25 or more students pre-register for the course. If during final registration too few students enroll in a course, it may be canceled, and those students will be rescheduled into an alternate course.

Students will be scheduled into classes selected during pre-registration unless those classes are filled or canceled.

Canarelli Middle School students will be computer registered based on the spring registration process. Choose your classes according to your graduation plan and career interests. Challenge yourself and choose wisely. **COURSES THAT STUDENTS SELECT THIS SPRING ARE THE COURSES THEY WILL BE REQUIRED TO ATTEND NEXT YEAR. NO SCHEDULE CHANGE REQUESTS WILL BE GRANTED OTHER THAN THOSE GOVERNED BY THE SCHEDULE CHANGE POLICY.**

In order to effectively register for classes for next year, read and follow these guidelines:

**READ** this entire course registration guide and the course descriptions before you register. Look at your previous grades, performance, and teacher recommendation and/or prerequisites for each course and use them as a guideline for selecting classes. Be certain that prerequisites for courses have been met.

**DISCUSS** your course selections with your parents.

**CHOOSE** courses that will both challenge and give you the best preparation for your future education and employment.

**UNDERSTAND** you will be expected to remain in year-long courses for the entire school year. Exceptions (promotion requirements or summer school completion) will be handled through the regular schedule change procedure.

## **COURSE CATALOG 2024-2025**

### **CANARELLI MIDDLE SCHOOL**

#### **ADMINISTRATION**

Principal ..... Jaclyn Ayala  
Assistant Principal ..... Michelle Casella  
Assistant Principal ..... Will Jackson  
Assistant Principal ..... Tiffany Nay  
Assistant Principal ..... Alisa Nyznyk

#### **COUNSELORS**

Aaa - Gog ..... Lisa Farina  
Goh - Oas ..... John Tyler  
Oat - Zzz ..... Amanda Previlon

#### **SPECIAL EDUCATION INSTRUCTIONAL FACILITATOR**

Dr. Joice Higa

**STUDENT SUCCESS INSTRUCTIONAL FACILITATOR**

TBD

**DEPARTMENT CHAIRPERSONS**

English Language Arts .....	Amy Rannazzisi
Mathematics .....	Shelly Rambur
Fine Arts .....	Laura Dianiska
Health and Physical Education .....	Marissa Stuart
Science .....	Noell Frailey
Social Studies .....	Casey Wilson
Computers.....	
.....	Jason Palmira
English Language	
.....	
Learners.....	
.....	Viet Tran
Special Education .....	Dr. Joice Higa

**SCHOOL DISTRICT CALENDAR**

This calendar is subject to change. Please review the current calendar online at:

<https://ccsd.net/district/calendar/>

**MISSION**

It is the mission of Canarelli Middle School to support all students in academic, social, and emotional growth as they strive to achieve excellence, practice kindness and compassion, and prepare for future success.

**VISION**

All individuals work together in unity to challenge learners to both dream and achieve.

**Bell Schedule  
2024 - 2025**

<b>A Day</b>	<b>B Day</b>	<b>Time</b>	<b>Total Minutes</b>
Advisory	Advisory	8:00 AM - 8:25 AM	25 minutes
Period 1	Period 2	8:29 AM - 9:44 AM	75 minutes
Period 3	Period 4	9:48 AM - 11:03 AM	75 minutes
<b>First Lunch</b> Period 5	<b>First Lunch</b> Period 6	<b>11:03 AM - 11:33 AM</b> 11:37 AM - 12:52 PM	30 minutes 75 minutes
Period 5 <b>Second Lunch</b> Period 5	Period 6 <b>Second Lunch</b> Period 6	11:07AM - 11:43 AM <i>*cafeteria prep 11:33 - 11:43*</i> <b>11:43 AM - 12:13 PM</b> 12:17 PM - 12:52 PM	36 minutes 30 minutes 35 minutes
Period 5 <b>Third Lunch</b>	Period 6 <b>Third Lunch</b>	11:07 AM - 12:22 PM <i>*cafeteria prep 12:13 - 12:22*</i> <b>12:22 PM - 12:52 PM</b>	75 minutes 30 minutes
Period 7	Period 8	12:56 PM - 2:11 PM	75 minutes

<b>Late Bird</b>	Monday - Friday	2:15 PM - 3:15 PM	60 minutes
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### **PATHWAY TO GRADUATION FOR STUDENTS**

1. Complete coursework designed around your individual goals and the Core Enrollment Expectations
2. Take the ACT with Writing in eleventh (11th) grade, at no cost (or take the NAA for Alternative Diploma students)

3. The following page contains information about the credit requirements for the high school diplomas available to you. You must meet all of the requirements for at least one diploma to graduate from high school.

### MIDDLE SCHOOL ENROLLMENT EXPECTATIONS

Core Enrollment Expectations for middle school students are listed below by grade level. Middle schools may vary the curriculum in an effort to provide additional opportunities for students to succeed within the school.

#### 6th Grade

Reading  
English  
Mathematics  
Science  
Study Skills/PE  
Elective

#### 7th Grade

Reading  
English  
Mathematics  
Science  
Social Studies  
Elective

#### 8th Grade

English  
Mathematics  
Science  
Social Studies  
Health/PE  
Elective

### SCHEDULE CHANGES

Schedule changes will not be made after registration. **Class changes will not be granted to accommodate a change in a student's lunch period, if a student is failing, or to request a specific instructor. Once elective choices are made, elective changes will NOT be granted.** Exceptions to the above may only be made through administrative channels for unique and unusual circumstances. Distance learning and online coursework (e.g. Apex) allow students to earn credit through digital instruction and are excluded from these schedule change guidelines. SOURCE: NAC 389.040

Requests for schedule changes may be considered for following specific educational reasons:

- Promotion requirement fulfillment
- Misplacement due to previous grade
- Successful completion of summer school course work

**The administration may, due to increased/decreased enrollment and staff changes, balance course sections by transferring students from one class and/or teacher to another section. Every effort will be made to ensure a smooth transition for students.**



## PROMOTION/RETENTION

Throughout middle school, a well-balanced educational program including mathematics, English, reading, science, social studies, career and technical education, fine arts or exploratory classes, health, and physical education is emphasized. Students who successfully complete all middle school coursework are prepared for the rigors of high school and the End-of-Course Exams. The Nevada State Board of Education and the Clark County School District have adopted promotion standards and regulations to ensure students are academically prepared.

### STATE OF NEVADA REGULATION FOR PROMOTION TO HIGH SCHOOL

Per CCSD Regulation 5123 and Nevada Administrative Code (NAC) 389.445:

A pupil who enters Grade 8 must complete three semesters with a passing grade in mathematics, three semesters with a passing grade in English or reading, two semesters with a passing grade in science, and two semesters with a passing grade in social studies during the seventh- and eighth-grade years for promotion to high school. An eighth-grade student who does not meet promotion requirements may be promoted to high school on academic probation provided the student meets the criteria for academic probation as defined in Subsection F. A parent or guardian may elect not to place his/her child on academic probation but to remain in Grade 8.

### HIGH SCHOOL ACADEMIC PROBATION

Per CCSD Regulation 5123 Subsection F:

Although a student may be promoted to high school on academic probation, summer school credit retrieval is recommended to improve academic skills and to prepare for success in high school. Successful completion of required summer school courses may remove a student from academic probation.

An eighth grade student who has not met the promotion requirements may be promoted to the ninth grade on academic probation provided at least one of the following criteria has been met:

1. Smarter Balanced Assessment Consortium (SBAC) scores meet or exceed standards in ALL of the area(s) of credit deficiency; **OR**
2. Credits have been earned in ALL of the core area(s): English or reading, mathematics, science, and social studies; however, the student is deficient ONLY  $\frac{1}{2}$  (one-half) credit of the five total credits required for promotion; **OR**
3. A student reaches the age of 16 (sixteen) on or before the final school day of the year in which the student would otherwise be retained.

High School Academic Probation will consist of the appropriate remediation in the subject area(s) in which the student failed to pass in middle school. Remediation may include, but is not limited to a minimum of one semester of remedial instruction in the deficient subject area(s) during the ninth grade year. The student must earn a passing grade in the remediation course(s) in order to be removed from academic probation. A student may be placed on academic probation for more than one semester.

***An eighth grade student not meeting criteria for promotion to 9th grade and not meeting the criteria for academic probation may be retained in the eighth grade for the following school year without limitation. A retained eighth grade student may not be promoted mid-year.***

### **STUDENTS ENROLLED IN GRADE 6 OR GRADE 7**

Clark County School District Policy and Regulation 5123 – Promotion, Retention, and Demotion of Students – sets the standard for promotion from Grade 6 to Grade 7 and from Grade 7 to Grade 8.

- A pupil in Grade 6 must complete one semester with a passing grade in mathematics, English or reading, and science for promotion to seventh grade. The principal has the authority to determine the course(s) which need to be repeated. No student may be retained more than once in the sixth grade.
- A pupil in Grade 7 must complete one semester with a passing grade in mathematics, English or reading, science, and social studies for promotion to eighth grade. The principal has the authority to determine the course(s) that need to be repeated. No student may be retained more than once in the seventh grade.

SOURCE: Nevada Administrative Code (NAC) 389.445, CCSD Regulation 5123

## **ACADEMIC PLANNING**

### **THREE-YEAR COURSE PLANS**

Each sixth grade student must have an approved three-year academic plan. The academic plan must set forth the specific education goals the student intends to achieve before promotion to high school.

The sixth-grade student and his/her parent or legal guardian are required to work in consultation with a school counselor to develop an academic plan. It is imperative that parents or legal guardians log into their parent portal in order to approve their child's academic plan. In addition, students in seventh and eighth grade are required to review the academic plan at least once each school year in consultation with a school counselor and revise the plan, if necessary.

SOURCES: CCSD Regulation 5123

## **EARNING CREDIT**

Nevada law states that students may earn a unit of credit for successful completion of a course containing at least 120 hours of instruction or the equivalent. This means that a student must complete 60 hours of instruction, or the equivalent, to earn 0.5 credit at the end of each semester. The Clark County School District (CCSD) has a variety of ways for students to earn credit. Internal credits are taken at a CCSD school, and external credits are taken outside of the school district. External credits are limited to 6.0 total credits for high school course work, and must be pre-approved by the school of full-time enrollment. SOURCE: NAC 389.040

## **ACCELERATED, HONORS, ADVANCED PLACEMENT (AP), AND INTERNATIONAL BACCALAUREATE (IB)**

In middle school, accelerated course work is available to students who demonstrate above average proficiency in core course work. Each middle school may offer a different set of accelerated courses to benefit their students.

The CCSD Honors, AP, and IB course offerings are designed to challenge students to enroll in more demanding and rigorous coursework and to improve advanced academic achievement of students demonstrating accelerated educational potential.

Mastery of AP and IB course content shall be determined by participation in the AP or IB examinations sponsored by the College Board and International Baccalaureate. Students are required to take the AP or IB examinations for each course.

Parents or guardians may waive the testing requirement related to AP and IB by informing the school administration in writing. SOURCE: CCSD Regulation 5127

## **HIGH SCHOOL CREDIT TAKEN IN MIDDLE SCHOOL**

Certain coursework taken in middle school (grades 6-8) may be counted as credit required to graduate from high school. Common courses include, but are not limited to:

- Computer Science and Applications
- Algebra I, Geometry Honors
- Foreign Language

## **CONCURRENT CREDIT**

Concurrent credits are credits a student earns from another CCSD school while still attending the school of full-time enrollment. A student may not be enrolled in two or more instances of the same course concurrently. All concurrent course enrollments require prior approval from the student's school counselor. There is no limit on earning concurrent credits. See a school

counselor for more information on the following programs:

- **Nevada Learning Academy**- For specific information, including fees, call (702) 855-8435 or visit <http://nvlearningacademy.net/>
- **Summer School**- Middle school students may earn credit during the summer as remediation for failed course work. Only students who have finished their 8th grade year and are being promoted to high school may begin to take summer school coursework to accelerate their learning. Registration information is available in the counseling office in the spring. Additional information is available at <http://ccsd.net/schools/summer-school/>

### **DUPLICATE COURSEWORK- REPEATING COURSES**

A student may repeat a course but shall not receive additional credit for the repeated course. For high school course work ONLY, the higher grade shall be recorded on the permanent record and the lower grade replaced with a repeated course (RP) notation.

A student may repeat a failed course one time to improve a grade. Regardless of the number of times a course is repeated, a grade of an “F” will only be removed once. If applicable, all other “Fs” will remain on a transcript.

## **POSTSECONDARY OPTIONS**

### **NEVADA UNIVERSITY ADMISSIONS**

The Nevada Board of Regents set the requirements for admission to Nevada System of Higher Education (NSHE) institutions.

- 3.0 GPA (weighted or unweighted) in 13 High School Courses:
  - 4 credits in English
  - 3 credits in math
  - 3 credits in social studies
  - 3 credits in natural science
- SAT or ACT Test Scores:
  - The new SAT Critical Reading and Math combined score of 1120
  - The ACT Composite score of 22
- Nevada Advanced Diploma

### **FOUR-YEAR COLLEGE OR UNIVERSITY**

- A public or private educational institution where you can earn a bachelor's degree
- Schools vary in size, admissions criteria, academic standards, course offerings, student

population, location, and cost

- In most colleges or university programs, you are expected to sample a variety of courses during the first two years and then focus on your major in the last two years
- Requirements for graduation differ, although most colleges require a certain number of credits in English and foreign languages

### **PUBLIC COMMUNITY COLLEGE**

- Ability to live at home while adjusting to college classes
- Simpler admissions requirements (High School Diploma or GED, Registration, Placement Test)
- Opportunity to sample college classes
- A chance to build a better academic record
- Lower tuition and other costs than at a typical four-year college

### **PRIVATE JUNIOR COLLEGE**

- An opportunity to live away from home in a supportive environment
- Small classes with opportunities to improve academic skills
- Easier entrance requirements than a typical four-year college or university

### **CONTINUING EDUCATION CLASSES**

- Provides a way to explore subject areas
- Opportunity to build academic study skills without worrying about grades
- Allows students to experience and explore college as an option

### **LIFE SKILLS TRAINING PROGRAMS**

- Learn necessary daily living skills
- Practice independent living
- Be part of a college or university

### **APPRENTICESHIPS**

- Begin working immediately
- Receive training on the job and take classes
- Earn money and benefits when you work
- Learn skills that will make you employable anywhere

### **CAREER, VOCATIONAL, OR TECHNICAL EDUCATION**

- Minimal admissions requirement (high school graduation may or may not be required)
- All classes relate to skills needed for jobs in a particular occupational area
- Learn marketable skills

## **JOB CORPS**

- Vocational, academic and social skills training
- Room, board, and stipend
- Job/college support after leaving Job Corps

## **CITY YEAR AND AMERICORPS**

- Monthly stipend
- Educational Award for a complete year of service
- Opportunity to gain job skills and work experience
- <http://www.cityyear.org/>
- <http://www.americorps.gov/>

## **MILITARY**

- Learn valuable job skills
- Earn money for future education
- Army: <http://www.goarmy.com>,
- Navy: <http://www.navy.com>,
- Air Force: <http://www.airforce.com>,
- Coast Guard: <http://www.gocoastguard.com>,
- Marines: <http://www.marines.com/>,
- National Guard: <http://www.nationalguard.com/>

SOURCE: <https://www.heath.gwu.edu/awareness-postsecondary-options>

## **NEVADA SCHOLARSHIPS**

### **MILLENNIUM SCHOLARSHIP**

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or at [http://www.nevadatreasurer.gov/GGMS/GGMS\\_Home/](http://www.nevadatreasurer.gov/GGMS/GGMS_Home/). Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

### **NON-DISCRIMINATION AND ACCESSIBILITY NOTICE**

CCSD does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age, in admission or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boy Scouts of America Equal Access Act.

### **ENGLISH LANGUAGE LEARNER (ELL)**

The identification and registration of English Language Learner students in the Clark County School District begins with the completion of a home language survey. Upon completion of this survey, students shall attend classes while awaiting an initial language assessment by the English Language Learner liaison. Once the students are assessed, they are placed in classes according to their competency in the English language.

### **SPECIAL EDUCATION**

The goals of Canarelli Middle School are consistent with the standards set forth in the Individuals with Disabilities Education Act (IDEA). All special education services at Canarelli Middle School are provided in the "least restrictive environment." An Individual Education Program Committee, which actively involves parents and staff, works together to establish and maintain the most appropriate Individual Education Program (IEP) for each student. The student's schedule is developed from his/her IEP. The cooperative/consultative teaching model is used as a supplemental approach to the delivery of special education services for mainstreamed students. The primary goal of the cooperative/consultative teaching model is to meet the needs of students who are eligible for special education and whose IEP includes placement in regular education classes. A special education teacher provides assistance with instructional techniques and adaptations appropriate for the regular classroom and the regular classroom teacher. Further assistance for special education students can be made in a resource room environment.

### **ATTENDANCE POLICY**

## CLARK COUNTY SCHOOL DISTRICT • REGULATION 5113

Attendance enforcement is a shared responsibility between the Clark County School District and the student's parent or legal guardian. The parent, legal guardian, or other person in the state of Nevada having control or charge of any student is required to send the student to school during all times that the public school is in session (NRS 392.040). The Clark County School District requires that students enrolled for school in the Clark County School District attend school regularly in accordance with the Nevada Revised Statutes. Each student is expected to attend school for the entire school day.

1. Secondary students who exceed ten (10) unapproved absences in any course during the semester shall receive a **failing** semester grade for that course.
2. All prearranged absences in excess of ten (10) during a school year shall be considered unapproved. All prearranged absences for which the makeup work was not completed and submitted as specified by the teacher shall be considered unapproved.
3. Referral to an alternative program may be initiated for any student who has been denied credit due to excessive absenteeism.

An unapproved absence for one or more class periods or the equivalent of one or more class periods during a school day shall be deemed a truancy (NRS 392.139 (2)).

If a student has been declared truant three times for unapproved absences, the principal of the school shall report the student to a school police officer or the local law enforcement agency for investigation of habitual truancy and issuance of a citation, if warranted, in accordance with NRS 392.149 (NRS 392.144). The Nevada Revised Statutes do not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian.

Canarelli students demonstrating poor attendance habits, which are in violation of Clark County School District guidelines, may be placed on a notice of Required Parent Conference as determined by the House Administrator.

### TRUANCY NRS 392.130

When a student between the ages of 7 and 17 is absent from school without a valid excuse or did not secure prior permission for the absence, the absence is deemed unapproved or unexcused. In accordance with state law, unexcused (unapproved) absences may be declared truanies (NRS 392.130).

#### STATE LAW

If your son/daughter is a habitual truant (3 or more unexcused absences), the truanies must be reported to law enforcement by the school and a citation will be issued by law enforcement. Habitual truancy can result in fines of \$100 or more, community service, and/or the suspension



of the student's driver's license or future privilege of obtaining one. Students in grades 6-12, who have excessive absences and failing grades, may be retained at their current grade level. Please contact the school to discuss your son's/daughter's attendance.

### **CODE OF HONOR**

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize, and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing, or using information unethically in any way.

#### **What is cheating?**

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

#### **What is plagiarism?**

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else

- Representing another person’s artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one’s life.

### **ACADEMIC PLACEMENT POLICY**

The administration of Canarelli Middle School is committed to providing a rigorous course of study for our most academically gifted students. These courses include the Accelerated math, science, English Language Arts, Algebra I, Geometry, and Spanish I. Unfortunately, there are a limited number of seats available in these classes, and the selection process for enrollment is highly competitive. The counselors then review each candidate's assessment criteria for accelerated placement. Details are listed in each course description.

### **REQUIRED COURSES - GRADE 6**

#### **ADVISORY 6**

This one-year course is designed for sixth grade students to explore concepts such as organizational skills, goal setting, character building, and life lessons. Students begin to discover

and develop self-discipline, decision making, and problem solving. Time during this class can be used for school-wide activities at the discretion of the principal. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grade six.

### **MATHEMATICS 6**

This one-year course is designed to focus on four critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; and 4) developing understanding of statistical thinking. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for sixth-grade students.

### **MATH ACCELERATED 6**

This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes the grade six curriculum as well as a portion of the currently adopted CCSS grade seven curriculum. This course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing understanding of statistical thinking; 5) developing understanding of and applying proportional relationships; and 6) developing understanding of operations with rational numbers and working with expressions and linear equations. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for sixth-grade students.

*Prerequisite: Math MAP Growth RIT Scores (Fall 217+, Winter 223+, and/or Spring 228+)*

### **MATH 6 DOUBLE ACCELERATED**

This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Geometry H in middle school. This compacted course includes grade six and seven curriculum as well as a portion of the currently adopted CCSS grade eight

curriculum. This course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; 2) developing understanding of and applying proportional relationships; 3) extending the properties of operations and the relationships between addition and subtraction, and multiplication and division to the system of rational numbers, which includes negative numbers; 4) understanding and analyzing expressions and linear equations; 5) working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 6) developing understanding of statistical thinking. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for sixth-grade students.

*Prerequisite: Math MAP Growth scores in top achievement percentiles*

### **SCIENCE 6**

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 6 include Energy; Structure and Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure, Function, and Information Processing; Growth, Development, and Reproduction of Organisms; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth-grade science requirement.

### **SCIENCE ACCELERATED 6**

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the lifesciences, Earth and space sciences, and the physical sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 6 Accelerated include Energy; Structure And Properties of Matter; Earth's Systems; Weather and Climate; Human Impact; Structure,Function, and Information Processing; Growth, Development, and Reproduction ofOrganisms; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional Practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth-grade science requirement.

*Prerequisite: Math MAP Growth RIT Scores (Fall 217+, Winter 223+, and/or Spring 228+)*

## **ENGLISH 6**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth grade English requirement.

## **ENGLISH ACCELERATED 6**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the faster instructional pacing and depth of content. This course is designed to build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas, and/or to develop ideas; and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the sixth grade English requirement.

*Prerequisite: ELA MAP Growth RIT Scores (Fall 213+, Winter 217+, and/or Spring 219+)*

## **READING 6**

This one-year course emphasizes the development of critical reading skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text independently. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate reading, writing, speaking, listening, and language use. This course fulfills the sixth-grade reading requirement.

## **READING ACCELERATED 6**

This one-year course emphasizes the development of critical reading skills. This course is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced reading skills. Students enrolled in this accelerated course read, comprehend, and interpret a variety of grade level and above grade level text independently and proficiently. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text. Students actively seek to understand other perspectives and cultures through reading and

listening. Technology is used thoughtfully to enhance and integrate their reading, writing, speaking, listening, and language use. This course fulfills the sixth-grade reading requirement.

*Prerequisite: ELA MAP Growth RIT Scores (Fall 213+, Winter 217+, and/or Spring 219+)*

### **PHYSICAL EDUCATION 6\***

This one-semester course provides students the opportunity to develop a health-enhancing level of physical fitness. Students engage in movement and fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Through participation in physical activities, students develop motor skills, movement patterns, and safety within the course. Health-enhancing fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the physical education requirement for sixth-grade students. **This is a required course for sixth grade students. A \$20.00 fee for a Canarelli MS PE uniform is required.**

### **Explorer Education 6\***

This one-semester course is designed to give sixth grade students insight on how they learn and how they can take control of their own learning to improve their grades. Students will receive instruction to strengthen their understanding and integration of ideas and skills contained in content lessons. The appropriate use of technology is an integral part of this course. This course will change at semester for sixth grade students to alternate with PE 6.

**\*Only a one semester course.**

## **REQUIRED COURSES - GRADE 7**

### **ADVISORY 7**

This one-year course is designed for seventh grade students to explore concepts such as

organizational skills, goal setting, character building, and life lessons. Students begin to discover and develop self-discipline, decision making, and problem solving. Time during this class can be used for school-wide activities at the discretion of the principal. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grade seven.

### **MATHEMATICS 7**

This one-year course is designed to focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

### **MATH ACCELERATED 7**

This one-year course is designed to prepare students for the increased rigor of the Common Core State Standards (CCSS) Algebra I in middle school. This compacted course includes grade seven curriculum as well as a portion of the currently adopted CCSS grade eight curriculum. This course focuses on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) drawing inferences about populations based on samples; 5) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; and 6) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

*Prerequisite: Math MAP Growth RIT Scores (Fall 223+, Winter 228+, and/or Spring 232+)*

### **PRE-ALGEBRA (7-8)**

This one-year course is designed to focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

*Prerequisite: Math MAP Growth scores in top achievement percentiles*

### **ALGEBRA I (for 7<sup>th</sup> grade)**

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. **This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.**

*Prerequisite: Double Accelerated Math 6 OR Math MAP Growth scores in top achievement percentiles*

### **SCIENCE 7**

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical sciences. The topics covered in Science 7 include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement.

### **SCIENCE ACCELERATED 7**

This one-year course is designed to integrate science and engineering practices, crosscutting concepts, and core ideas from the life sciences, Earth and space sciences, and the physical



sciences. This course is designated as accelerated by the enhanced instructional pacing and depth of content. The topics covered in Science 7 Accelerated include Structure and Properties of Matter; Chemical Reactions; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; Earth's Systems; History of Earth; Human Impact; and Engineering Design. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh-grade science requirement.

*Prerequisite: Math MAP Growth RIT Scores (Fall 223+, Winter 228+, and/or Spring 232+)*

### **ENGLISH 7**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh grade English requirement.

### **ENGLISH ACCELERATED 7**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the faster instructional pacing and depth of content. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the seventh grade English requirement.

*Prerequisite: ELA MAP Growth RIT Scores (Fall 219+, Winter 222+, and/or Spring 224+)*

### **READING 7**

This one-year course emphasizes the development of critical reading skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close

reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text independently. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade reading requirement.

### **READING ACCELERATED 7**

This one-year course emphasizes the development of critical reading skills. This course is designated as accelerated by the enhanced instructional pacing, depth and breadth of content, and is designed for students who have demonstrated advanced reading skills. Students enrolled in this accelerated course read, comprehend, and interpret a variety of grade level and above grade level text independently and proficiently. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate their reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade reading requirement.

*Prerequisite: ELA MAP Growth RIT Scores (Fall 213+, Winter 217+, and/or Spring 219+)*

### **HISTORY & GEOGRAPHY 7**

This one-year course examines the development of the Western Hemisphere with an emphasis on the Americas. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course fulfills the seventh-grade social studies requirement.

### **HISTORY & GEOGRAPHY ACCELERATED 7**

This one-year course examines the development of the Western Hemisphere with an emphasis on the Americas. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global

problems at various times and places. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course fulfills the seventh-grade social studies requirement.

*Prerequisite: ELA MAP Growth RIT Scores (Fall 213+, Winter 217+, and/or Spring 219+)*

## **REQUIRED COURSES – GRADE 8**

### **ADVISORY 8**

This one-year course is designed for eighth grade students to explore concepts such as organizational skills, goal setting, character building, and life lessons. Students begin to discover and develop self-discipline, decision making, and problem solving. Time during this class can be used for school-wide activities at the discretion of the principal. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grade eight.

### **PRE-ALGEBRA 8**

This one-year course is designed to focus on three critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; 2) grasping the concept of a function and using functions to describe quantitative relationships; and 3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for eighth-grade students.

### **ALGEBRA I**

This one-year course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. **This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.**

*Prerequisite: Pre-Algebra OR Math MAP Growth Scores (Fall 229+, Winter 233+, and/or Spring 236+)*

### **GEOMETRY HONORS**

This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. **This course fulfills one of the mathematics credits required for high school graduation.**

*Prerequisite: Algebra I*

### **SCIENCE 8**

This year-long course for eighth-grade students provides the physical science explanations that extend understandings developed in previous science courses. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Critical thinking, collaboration, accuracy, and communication skills will be emphasized as students refine their scientific literacy. This course is required for eighth-grade students.

### **SCIENCE ACCELERATED 8**

This year-long course for eighth-grade students provides the physical science explanations that extend understandings developed in previous science courses. Students use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Critical thinking, collaboration, accuracy, and communication skills are emphasized as students refine their scientific literacy. This course is distinguished from Science 8 by the instructional pacing and the addition of enrichment activities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills the science requirement for eighth-grade students.

*Prerequisite: Math MAP Growth Scores (Fall 229+, Winter 233+, and/or Spring 236+)*

### **ENGLISH 8**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the eighth grade English requirement.

### **ENGLISH ACCELERATED 8**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course is designed to build on knowledge and skills through close reading of texts, learning combining elements of different kinds of writing in support of analysis and reflection, and class discussions. Instructional practices incorporate integration of diversity awareness including

appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the eighth grade English requirement.

*Prerequisite: ELA MAP Growth Scores (Fall 223+, Winter 226+, and/or Spring 227+)*

### **HISTORY & GEOGRAPHY 8**

This one-year course examines the development of the Eastern Hemisphere with an emphasis on global studies. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course fulfills the eighth-grade social studies requirement.

### **HISTORY & GEOGRAPHY ACCELERATED 8**

This one-year course examines the development of the Eastern Hemisphere with an emphasis on global studies. Using appropriate technology, students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Students will develop, research, and answer compelling questions using various and cross-disciplinary source material. Students will construct organized arguments for various audiences and purposes using researched evidence and reasoning. Students will participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued. Students will take action on local, regional and global problems at various times and places. This course is designated as accelerated by the enhanced instructional pacing and depth of content. This course fulfills the eighth-grade social studies requirement.

*Prerequisite: ELA MAP Growth Scores (Fall 223+, Winter 226+, and/or Spring 227+)*

### **HEALTH 8\*\***

This one-quarter course (flip with PE 8) provides students an introduction to personal, community, and environmental health, mental and emotional health, nutrition and physical activity, substance use and abuse, safety practices, injury prevention, CPR/AED, personal safety, human reproductive system, HIV/AIDS, related communicable diseases, and sexual responsibility. Topics include analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self-management, and advocacy. Instructional practices integrate the Motivational Framework for Culturally Inclusive Teaching, to establish inclusion of all cultural and linguistic backgrounds, develop a positive learner disposition toward

learning, enhance meaning through engaging experiences, and engender competence of subject matter among all students. The appropriate use of technology is an integral part of this course. This course fulfills the health requirement for eighth-grade students.

### **PHYSICAL EDUCATION 8\*\***

This one-quarter course (flip with Health 8) focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the physical education requirement for eighth-grade students. **A \$20.00 fee for a Canarelli MS PE uniform is required (unless the student already owns an outfit). This course is required for all eighth grade students.**

**\*\*PE 8 meets three quarters and Health 8 meets for one quarter each.**

### **COMPUTER SCIENCE & APPLICATIONS**

This one-semester course provides students with skills in computer science and applications. Areas of emphasis include computer science, computational thinking, productivity applications, digital citizenship, and integrated technology. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course is appropriate for grades eight through twelve. This course fulfills the one-half computer science credit required for high school graduation.

### **ELECTIVES 2024-2025**

In addition to the required course curriculum for grades 6, 7, and 8, students may choose an elective for one-two periods. Canarelli offers many different elective options for students to

choose from. With the block schedule, students may have an opportunity for *two* electives. Electives may require a teacher recommendation, prerequisites, or have an application process. ***Students that need academic assistance may be assigned an additional academic course instead of two electives.***

Canarelli MS Elective Quick Guide						
STEM	6	7	8	Prerequisite/Description	Fees	Notes
Agricultural Ventures	X	X	X	--	-	
Building Engineers 6	X			--	\$40	
Building Engineers 7		X		--	\$40	
Building Engineers 8			X	--	\$40	
Digital Designers I	X	X	X	--	-	
Digital Designers II		X	X	DD I, Media Tech, or Publication	-	
Intro to Robotics	X	X		--	\$40	
Robotics 7-8		X	X	--	\$40	
Robotics Advanced		X	X	Competition Team	\$40	Late Bird
Visual Mathematics	X	X	X	--	-	
Fitness	6	7	8	Prerequisite/Description	Fees	Notes
Intro to Dance	X	X	X	--	\$40	
Intermediate Dance		X	X	2nd in Sequence or Audition	\$40	
Physical Education 7		X		--	\$20	PE Uniform Required
Yoga	X	X	X		-	
Student Leaders	6	7	8	Prerequisite/Description	Fees	Notes
Intro to Media Tech- Colt TV		X	X	Teacher Rec Required	-	
Leadership		X	X	Application	-	Eligibility
Canarelli MS Elective Quick Guide (cont.)						



<b>Student Leaders (cont.)</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Prerequisite/Description</b>	<b>Fees</b>	<b>Notes</b>
Mentoring	X	X	X	Teacher Rec Required	-	
Office Aide			X	GPA/Behavior Requirement	-	
Library Aide		X	X	GPA/Behavior Requirement	-	
Publications- Yearbook		X	X	--	-	
Student Aide			X	GPA/Behavior Requirement	-	
Student Cafeteria Training		X	X	--	-	
<b>Content Extension</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Prerequisite/Description</b>	<b>Fees</b>	<b>Notes</b>
Ancient Civilizations	X			--	-	
Enrichment- Math/ELA	X	X	X	Staff/Data Determined	-	
Fundamentals of Numeracy/Literacy	X	X	X	Staff/Data Determined	-	
Fundamentals of Reading/Writing	X	X	X	Staff/Data Determined	-	
History of Music Explorations	X	X	X	--	-	
<b>Foreign Language</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Prerequisite/Description</b>	<b>Fees</b>	<b>Notes</b>
Spanish Explorations		X	X	--	-	
Spanish I			X	--	-	HS Credit
<b>Visual Arts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Prerequisite/Description</b>	<b>Fees</b>	<b>Notes</b>
Beginning Art	X	X	X	--	\$20	
Intermediate Art		X	X	2nd in Sequence or Portfolio	\$20	
Advanced Art		X	X	3rd in Sequence or Portfolio	\$20	
<b>Performing Arts- Band</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Prerequisite/Description</b>	<b>Fees</b>	<b>Notes</b>
Beginning Band	X	X	X	--	\$40	Brass, Percussion, Woodwinds
Intermediate Band		X	X	2nd in sequence or Audition	\$40	
Advanced Band		X	X	3rd in Sequence or Audition	\$40	

**Canarelli MS Elective Quick Guide (cont.)**

<b>Performing Arts- Band (cont.)</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Prerequisite/Description</b>	<b>Fees</b>	<b>Notes</b>
Jazz Band	X	X	X	Audition Only	-	
<b>Performing Arts- Choir</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Prerequisite/Description</b>	<b>Fees</b>	<b>Notes</b>
Beginning Choir	X	X	X	--	\$40	
Intermediate Choir		X	X	2nd in sequence or Audition	\$40	Women's Ensemble
Concert Choir		X	X	2nd in sequence or Audition	\$40	Mixed Ensemble
Chamber Choir		X	X	3rd in Sequence or Audition	\$40	
<b>Performing Arts- Orchestra/Guitar</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Prerequisite/Description</b>	<b>Fees</b>	<b>Notes</b>
Beginning Orchestra	X	X	X	--	\$40	
Intermediate Orchestra		X	X	2nd in sequence or Audition	\$40	
Advanced Orchestra			X	3rd in Sequence or Audition	\$40	
Chamber Orchestra	X	X	X	Audition	\$40	
Beginning Guitar	X	X		--	\$40	
<b>Performing Arts- Drama</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Prerequisite/Description</b>	<b>Fees</b>	<b>Notes</b>
Introduction to Theatre	X	X	X	--	\$40	
Intermediate Acting		X	X	2nd in sequence or Audition	\$40	
Advanced Drama		X	X	3rd in Sequence or Audition	\$40	
Technical Theatre	X	X	X	--	\$40	
Musical Theatre	X	X	X	Auditions	\$40	Late Bird

## SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM) ELECTIVES

### **AGRICULTURAL VENTURES (Grades 6-8)**

This course provides students the opportunity to explore topics and careers in Agriculture Industries. Major topics include: natural resources, agriculture, plant and soil science, food science, animal science, and biotechnology. Students are provided the opportunity to evaluate career pathways. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course utilizes the school and hydroponic garden. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight.

### **BUILDING ENGINEERS 6 (Grade 6)**

This course provides students the opportunity to explore careers in Engineering fields. Students explore career options through projects and research. Major topics include: engineering design process, LEGO robotics, simple machines, and 3-D modeling/STEM projects. Students are provided the opportunity to evaluate career pathways. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grade six. **Students are required to pay a \$40 course fee.**

### **BUILDING ENGINEERS 7 (Grade 7)**

This course provides students the opportunity to explore careers in Engineering fields. Students explore career options through projects and research. Major topics include: engineering design process, LEGO robotics, Imagineering (Theme Park), and 3-D modeling/STEM projects. Students are provided the opportunity to evaluate career pathways. The appropriate use of technology is an integral part of this course. **This is an elective course appropriate for grade seventh. Students are required to pay a \$40 course fee.**

### **BUILDING ENGINEERS 8 (Grade 8)**

This course provides students the opportunity to explore careers in Engineering fields. Students explore career options through projects and research. Major topics include: engineering design process, LEGO robotics, roller coaster, flight, and 3-D modeling/STEM projects. Students are provided the opportunity to evaluate career pathways. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grade 8. **Students are required to pay a \$40 course fee.**

### **DIGITAL DESIGNERS I (Grades 6-8)**

This one year CTE course provides an introduction to careers in Media Arts and Technology. Students will explore career options using individual goal-setting and collaborative projects. The major topics of study include: photography, videography, graphic design, and animation. Instructional practices incorporate hands-on learning through projects and the critical analysis of peer work. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight.

### **DIGITAL DESIGNERS II (Grades 7-8)**

This is a one year CTE advanced course for refining students' digital media skills. Students will be responsible for creating digital media for the school by employing prior learning from other media production courses. This course focuses on enhancing students artistic creativity and design skills by filming and editing videos, designing advertisements, and producing digital content for Canaerelli's public facing social media platforms. Industry standard tools like the Adobe Creative Suite will be used to complete student work.

*Prerequisite: Students should already have taken Digital Designers I, Intro to Media Technology, or Publications before enrolling in this course.*

### **INTRO TO ROBOTICS (Grades 6-7)**

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to robotics. This course introduces students to a broad range of robotics principles, vocabulary, and basic applications. Students engage in kinesthetic project-based learning experiences and writing, by documenting all of their daily work in an Engineering Design Notebook. The appropriate use of technology and Engineering Safety Protocols is an integral part of this course. **This is an elective course appropriate for grade six. Students are required to pay a \$40 course fee.**

### **INTERMEDIATE ROBOTICS (Grades 7-8)**

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to robotics. This course expands students' knowledge through the application of robotics principles and vocabulary. Students engage in kinesthetic project-based learning experiences, writing, by documenting all of their daily work in an Engineering Design Notebook, and research projects. The appropriate use of technology and Engineering Safety Protocols is an integral part of this course. This is an elective course appropriate for grades seven and eight. **Students are required to pay a \$40 course fee.**

### **ADVANCED ROBOTICS (Grade 7-8)**

This one-year course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to robotics. This course is designed to extend and refine the skills students gained in Robotics 7–8. Students engage in kinesthetic project-based learning experiences, writing, by documenting all of their daily work in an Engineering Design Notebook.

The appropriate use of technology and Engineering Safety Protocols is an integral part of this course. This is an elective course appropriate for grade eight. *Please note: students in Advanced Robotics (Competition Team) will participate in competitions at other schools against a variety of teams in tournaments demonstrating their designed robots for a particular challenge.* **Students are required to pay a \$40 course fee.**

### **VISUAL MATHEMATICS (Grades 6-8)**

This year-long course is designed to teach students how to navigate money using math skills in the real-world. Students will learn everything from the history of economics to personal finance. Students will learn about everyday financial transactions such as budgeting, reading a pay stub, and buying a car. They will learn how to negotiate, problem-solve and justify decisions through effective discussion and communication. Students will engage in project-based learning activities in groups and independently. The goal of this course is for students to learn how to earn, spend, save, and invest money in their everyday lives.

## **FITNESS ELECTIVES**

### **INTRODUCTION TO DANCE (Grades 6-8)**

This one-year introductory course is designed for middle school students as an experiential class for first year dance. The student will examine the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee.**

### **INTERMEDIATE DANCE (Grades 6-8)**

This one-year course provides an intermediate focus for second year dance students. This course is designed for students who have had experiences performing before audiences in an introductory dance class. Student's knowledge of the fundamentals of dance will be enhanced with an introduction to composition, choreography, and improvisation experiences. The student will examine the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Students' knowledge of the fundamentals of dance will be enhanced through artistic, affective, cognitive, and psychomotor activities. The prerequisite for this course is Introduction to Dance. Proper dance attire is required. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee.**

### **PHYSICAL EDUCATION (Grade 7)**

This one-year course focuses on the physical, mental, social, and emotional development of students in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. **A \$20.00 fee for a Canarelli MS PE uniform is required (unless the student already owns an outfit).**

### **YOGA/FITNESS (Grades 7-8)**

This one-year course aims to enhance flexibility, strength, and coordination of both body and mind. In addition, it will focus on concentration, self-control, and improving relaxation. This class is designed for all fitness levels; students are encouraged to understand their own limitations and work within their boundaries. In particular, this class introduces the values and skills of Hatha Yoga (yoga of exercise) to the beginning student. All students will be given the tools to reduce tension, increase energy levels, and reconnect to self-awareness. The course includes teacher-directed activities and opportunities for student-led practice. The emphasis of the class will be on meditation and asana (yoga poses) for increased flexibility, improved health, relaxation, and stress reduction. Students will also be exposed to the language, philosophy, history, and concepts of yoga. Class activities will include, but are not limited to, breathing techniques, meditation, yoga practice, reading, discussion, and writing activities.

## **STUDENT LEADERS ELECTIVES**

### **INTRO TO MEDIA TECHNOLOGY- COLT TV (Grades 7-8)**

This one-year course is designed to provide students with introductory skills and knowledge in media technology (MT). Students gain the fundamentals of graphics, animation, video, and the creation and manipulation of multimedia. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course for grades seven and eight.

### **LEADERSHIP (Grades 7-8)**

Leadership is open to incoming 7th and 8th grade students. Leadership is similar to student council as it builds a student's individual leadership capacity. Our primary focus is contributing to the Canarelli community through the planning of events such as school dances, fundraisers, donation drives, spirit days, spirit week, and community recognition events and activities. This elective has a heavy emphasis on arts & crafts as we hand make all decorations for the school

and its events. Students in the course will be expected to attend many after school events and remain in good standing academically and behaviorally. *Prerequisite: Application required.*

### **MENTORING (Grades 6-8)**

This program builds one-to-one friendships between people with and without intellectual and developmental disabilities (IDD), offering social interactions and friendship. Through their participation students will form meaningful connections with their peers, gain self-confidence and self-esteem, and share interests, experiences and activities that many other individuals enjoy.

### **OFFICE AIDE (Grade 8)**

This one-year course is designed to allow students to assist school staff in office management. Under the direction of a supervising adult, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned supervising adults by a formal application process. This is an elective course for eighth grade students. *Prerequisite: GPA/Behavior Requirement*

### **LIBRARY AIDE (Grades 7-8)**

This one-year course is designed to allow students to assist school staff in the library. Under the direction of the librarian, students will gain experience in clerical duties, library customer service, working with faculty members, and following directions. This is an elective course for seventh and eighth grade students. *Prerequisite: GPA/Behavior Requirement*

### **PUBLICATIONS- YEARBOOK (Grades 7-8)**

This one-year course is an introduction to journalism and layout design. Concepts of journalism are applied through publication of the school yearbook. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This is an elective course for seventh and eighth-grade students.

### **STUDENT AIDE (Grade 8)**

This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned supervising teachers by a formal application process. This is an elective course for seventh and eighth grade students. *Prerequisite: GPA/Behavior Requirement*

### **STUDENT CAFETERIA TRAINING (Grades 7-8)**

This one-year course is designed to allow students to train in the school cafeteria. Under the direction of a food supervisor and a certified educator, students will gain experience in food service and handling, in handling money, in being responsible for customer service, and following directions. This is an elective course for seventh and eighth grade students.

## **CONTENT EXTENSION**

### **ANCIENT CIVILIZATIONS (Grade 6)**

This one-year course examines fundamental geography tools and concepts, early civilizations, and world history from the development of ancient civilizations through the Age of Exploration. Students compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grade six.

### **ENRICHMENT ELECTIVE- MATH/ELA (Grades 6-8)**

This one-year long intervention course is designed for students who need additional instruction and support to master grade-level skills and concepts. This course provides additional instruction in conjunction with the student's required course(s) of study in grades 6, 7, and/or 8. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course is a repeatable elective and does not fulfill the middle school English or reading requirement for promotion. **Students are placed into this intervention course based on MAP Growth Data and RTI support.**

### **FUNDAMENTALS OF NUMERACY AND LITERACY(Grades 6-8)**

This one-year intervention course is designed for students who need additional instruction and support in the concepts of numeracy and literacy. This course provides additional strategic instruction in conjunction with the student's required mathematics, reading, and/or English course(s) of study in grades 6, 7, and/or 8. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators, digital media, and computer software, is an integral part of this course. This course is a repeatable elective course and does not fulfill the middle school mathematics, reading, or English requirement for promotion.

### **FUNDAMENTALS OF READING AND WRITING (Grades 6-8)**



This one-year long intervention course is designed for students who need additional instruction and support to master grade-level reading and writing skills and concepts. This course provides additional instruction in conjunction with the student's required reading and English course(s) of study in grades 6, 7, and/or 8. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course is a repeatable elective and does not fulfill the middle school English or reading requirement for promotion.

### **HISTORY OF MUSIC- EXPLORATIONS (Grades 6-8)**

This one-year course is designed to promote a positive attitude toward music. The ability to recognize specific forms, musical techniques, and historical styles is emphasized through listening. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

## **FOREIGN LANGUAGE**

### **SPANISH EXPLORATIONS (Grades 7-8)**

This one-year course is designed to facilitate a student's acquisition of the target language at the novice level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function at a basic level within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This is a non-credit course that *prepares* students for Spanish I (8) for high school credit.

### **SPANISH I (Grade 8)**

This one-year course is designed to facilitate a student's acquisition of the target language at the novice-mid level as identified in the foreign language proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable students to function effectively within realistic settings. ACTFL recommends that at least 90% of the instructional time in class be conducted in the target language. Instructional practices incorporate integration of diversity awareness

including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or the Arts/Humanities credit required for high school graduation. ***This is a rigorous course and fulfills one foreign language credit for high school.***

## VISUAL ARTS

### **BEGINNING ART (Grades 6-8)**

This one-year course develops basic knowledge and skills in visual art techniques through the introduction of a variety of media and subject matter. Various styles and artists are considered within their historical context. Problem solving, creativity, and originality are developed through planning, art making, and reflection. Students learn principles and practices of aesthetics and critique. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one elective credit. **Students are required to pay a \$20 course fee.**

### **INTERMEDIATE ART (Grades 7-8)**

This one-year course is for students who have successfully completed beginning art, and will expand skills in visual art techniques through a variety of media and subject matter. Various styles, artists and historical periods will be investigated and demonstrated. Students will continue to develop problem solving skills, creativity and originality through art making and discussion. Students will apply knowledge of principles and practices of aesthetics and critique. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one elective credit. **Students are required to pay a \$20 course fee.**

### **ADVANCED ART (Grades 7-8)**

This one-year course is for students who have successfully completed beginning and intermediate art and will apply advanced skills in visual art techniques through an expanded variety of media and subject matter. Diverse styles, artists and historical periods will be analyzed and incorporated into production. Students will implement creativity, originality and innovation through problem solving and art making. Students will demonstrate an extended knowledge of aesthetics and will effectively critique their own work and the artwork of others. Through collaboration and production, connections will be made between visual art and their academic studies, lives, and the world around them. Instructional practices will incorporate integration of

diversity awareness including appreciation of all cultures and their important contribution to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one elective credit. **Students are required to pay a \$20 course fee.**

## **PERFORMING ARTS- BAND**

### **BEGINNING BRASS (Grades 6-8)**

This one-year course is designed for students with no previous band experience. Students can choose one of the following instruments to play throughout the school year: trumpet, trombone, french horn, tuba, and euphonium. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee and rent a school instrument for \$35 (covers the entire school year).**

### **BEGINNING PERCUSSION (Grades 6-8)**

This one-year course is designed for students with no previous band experience. Students will learn a variety of different percussion instruments including drums, timpani, keyboard percussion, and auxiliary percussion. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee and rent a school bell kit for \$35 or provide their own.**

### **BEGINNING WOODWINDS (Grades 6-8)**

This one-year course is designed for students with no previous band experience. Students can choose one of the following instruments to play throughout the school year: flute, clarinet, oboe, saxophone, bassoon. The course involves applying basic fundamentals of music reading and the specific performance techniques of the instrument being studied. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee and rent a school instrument for \$35 (covers the entire school year).**

### **INTERMEDIATE BAND (Grades 7-8)**

This one-year course is designed for students who have successfully mastered intermediate band skills. This class is mixed instrumentation between woodwind, brass, and percussion. Areas of emphasis include fundamentals of music reading, specific performance techniques of the instrument being studied, and advanced concepts of tone production and intonation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades seven and eight and may be repeated. **Students are required to pay a \$40 course fee and rent a school instrument for \$35 or provide their own.**

### **ADVANCED BAND (Grades 7-8)**

This one-year course is designed for students who have successfully mastered intermediate band skills. This class is mixed instrumentation between woodwind, brass, and percussion. Areas of emphasis include fundamentals of music reading, specific performance techniques of the instrument being studied, and advanced concepts of tone production and intonation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades seven and eight and may be repeated. **Students are required to pay a \$40 course fee and rent a school instrument for \$35 or provide their own.**

### **JAZZ BAND (Grades 6-8)**

This one-year course is designed for students who have successfully demonstrated mastery of middle school intermediate jazz skills and techniques. Students may take this course, in addition to their normal band class. Areas of emphasis include jazz interpretation and exploration of improvisational techniques. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated, however, students must demonstrate exceptional skill and work ethic to participate in this course. This course is by recommendation through the band director only. Prior knowledge of instrument technique is required. **Course and instrument fees are waived for this course.**

## **PERFORMING ARTS- CHOIR**

### **BEGINNING CHOIR (Grades 6-8)**

This one-year course is designed as an introductory study in basic vocal production and music fundamentals. Major topics include beginning vocal performance skills, live performance opportunities, basic music theory concepts, and the study of basic vocal literature including a

range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee.**

#### **INTERMEDIATE CHOIR- WOMEN'S ENSEMBLE (Grades 7-8)**

This one-year course is designed for female middle school students who have successfully completed a beginning vocal music course, and/or have demonstrated competency by audition. Major topics include intermediate vocal performance skills, live performance opportunities, music theory concepts, and the study of basic and advanced vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades seventh and eight and may be repeated. **Students are required to pay a \$40 course fee.**

#### **CONCERT CHOIR- INTERMEDIATE MIXED ENSEMBLE (Grades 7-8)**

This one-year course is designed for middle school students who have successfully completed a beginning vocal music course, and/or have demonstrated competency by audition. Major topics include intermediate vocal performance skills, live performance opportunities, music theory concepts, and the study of basic and advanced vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades seventh and eight and may be repeated. **Students are required to pay a \$40 course fee.**

#### **CHAMBER CHOIR (Grades 7-8)**

This one-year course is designed for middle school students who have successfully completed an intermediate vocal music course, and/or have demonstrated competency by audition. Major topics include advanced vocal performance skills, live performance opportunities, music theory, and the study of advanced vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades seven and eight and may be repeated. **Students are required to pay a \$40 course fee.**

## PERFORMING ARTS- ORCHESTRA/GUITAR

### **BEGINNING ORCHESTRA (Grades 6-8)**

This one-year course introduces students to the application of basic fundamentals of music reading, and the specific performance techniques of the instrument being studied: violin, viola, cello, or string bass. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee.**

### **INTERMEDIATE ORCHESTRA (Grades 6-8)**

This one-year course is designed for students who have successfully completed a middle school beginning orchestra course and/or demonstrated the required skills by audition. The course involves applying both basic and intermediate fundamentals of music reading and the specific performance techniques of the instrument being studied: violin, viola, cello, or string bass. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee.**

### **ADVANCED ORCHESTRA (Grades 6-8)**

This one-year course is designed for students who have successfully completed a middle school intermediate orchestra course and/or demonstrated the required skills by audition. Areas of emphasis include advanced concepts in music reading, specific performance techniques of the instrument being studied, tone production, and intonation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee.**

### **CHAMBER ORCHESTRA (Grades 6-8)**

This one-year course is designed for students who have successfully completed a middle school intermediate orchestra course and/or demonstrated the required skills by audition. Areas of emphasis include advanced concepts in music reading, specific performance techniques of the instrument being studied, tone production, and intonation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee.**

### **ORCHESTRA (LATE BIRD)**

This one-year course is designed for students enrolled in another Orchestra course who desire an extra hour of instruction each day. Since our block scheduling only allows each class to meet every other day, Late Bird Orchestra is an opportunity for your student to get daily instruction on their instrument. Late Bird classes meet from 2:15-3:15pm each day of the week, and are counted towards attendance records and GPA. Since students have already paid a Materials Cost for their other Orchestra course, there is no additional course fee for Late Bird.

### **BEGINNING GUITAR (Grades 6-7)**

This one-year course is designed for middle school students who have successfully completed an intermediate vocal music course, and/or have demonstrated competency by audition. Major topics include advanced vocal performance skills, live performance opportunities, music theory, and the study of advanced vocal literature including a range of historical periods and cultures. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades seven and eight and may be repeated. **Students are required to pay a \$40 course fee.**

## **PERFORMING ARTS- DRAMA**

### **INTRODUCTION TO THEATRE (Grades 6-8)**

This one-year course is designed to provide an introduction to oral and dramatic communication. Instruction will focus primarily on evaluation and appreciation of theatrical performance appreciation. Emphasis will be made to develop the vocal, physical, and emotional aspects and skills of acting. This course will introduce pantomime, improvisation, play writing, and technical theatre. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee.**

### **INTERMEDIATE ACTING (Grades 7-8)**

This one-year course is designed to provide a basis for theatre performance. Instruction focuses primarily on the students' development of performance skills demonstrated through various acting opportunities. An emphasis will be made to develop awareness and self-expression and to increase general knowledge of theatre as an art form. Students make use of opportunities to understand theatre's intent, structure, effectiveness and value to society and the individual. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an

integral part of this course. This is an elective course appropriate for grades seven and eight and may be repeated. **Students are required to pay a \$40 course fee.**

### **ADVANCED DRAMA (Grades 6-8)**

This one-year course is designed to provide a more advanced knowledge of theatre through performance. Instruction focuses primarily on the students' improvement and demonstration of acting skills. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee.**

### **THEATRE TECHNICAL I (Grades 6-8)**

This one-year course is designed for students interested in pursuing the aspects of designing and implementing technical theatre. The course will require students to read scripts and create designs to enhance productions. Students will also study the evolution and history and applications of technical theatre. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Students are required to pay a \$40 course fee.**

### **MUSICAL THEATRE (LATE BIRD)**

This one-year course is designed as an introductory study in basic musical theatre. Major topics include basic abilities of acting, singing, and dancing in musical theatre performances. This course further enhances and utilizes skills through specialized course work. This course is open to students who have demonstrated competency by audition only or instructor recommendation. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for grades six through eight and may be repeated. **Please note: This class meets outside of the typical instructional day and includes significant after school activities including some Saturdays as scheduled from August to March. Students are required to pay a \$40 course fee.**