



Dysart Schools

2025-2026

Middle School

Course Description Catalog

Dysart Unified School District #89
Course Description Catalog
Grades 5th-8th
2025-2026

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| <p><u>Ashton Ranch Middle School</u> 623-523-8300 Ashton Ranch Middle School website</p> | <p><u>Cimarron Springs Middle School</u> 623-523-8600 Cimarron Springs Middle School website</p> |
| <p><u>Dysart Middle School</u> 623-876-7100 Dysart Middle School website</p> | <p><u>Sonoran Heights Middle School</u> 623-523-8550 Sonoran Heights Middle School website</p> |

Table of Contents

| | |
|--|-----------|
| Middle School Course Requirements | 3 |
| Special Education | 4 |
| Honors Credits | 5 |
| High School Credit | 6 |
| Scheduling Procedures | 7 |
| Middle School Grading Guidelines | 8 |
| Advisory | 12 |
| 5th Grade Course Selections | 13 |
| 6th Grade Course Selections | 14 |
| 7th Grade Course Selections | 15 |
| 8th Grade Course Selections | 16 |
| Electives | 18 |

Middle School Course Requirements

| Grade 5 | Grade 6 |
|----------------|----------------|
| Math | Math |
| Language Arts | Language Arts |
| Science | Science |
| Social Studies | Social Studies |
| Advisory | Advisory |
| Electives | Electives |

| Grade 7 | Grade 8 |
|----------------|----------------|
| Math | Math |
| Language Arts | Language Arts |
| Science | Science |
| Social Studies | Social Studies |
| Advisory | Advisory |
| Electives | Electives |

Arizona State Assessments

| AASA | AzSCI |
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| AASA is the statewide achievement test for Arizona students in Grades 3-8. All Arizona public school students in Grades 3 - 8 will take the grade level AASA assessments in English Language Arts and mathematics. | The AzSCI Test is the statewide achievement test to measure Science for Arizona students. The AzSCI will be administered to students in Grades 5 and 8. |

Special Education

Special education is a service, not a place. Special education is provided through a continuum of services which include instruction in the general education classroom with supplementary aids and services, services integrated into the general education classroom, specialized instruction in a resource or pull out setting, instruction in a specialized classroom, instruction in a special school, home instruction, and instruction in hospitals or institutions. The removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes or in a building with non-disabled students, with the use of special education services, cannot be achieved satisfactorily.

Honors Credits

Honors Credit:

Honors credit is currently only available in high school credit eligible classes; specifically to students enrolled in Algebra 1-2 honors.

Honors Classes*

Honors courses focus on critical analysis, exploring content, thinking deeply, staying focused, researching, applying knowledge, combining ideas, and accepting constructive feedback. Courses also: Courses also:

- Rely on strong informational/explanatory and argumentative writing utilizing required research.
- Act as a stepping stone alignment to the AP, IB, or Dual Enrollment curriculum
- Surpass the standards from non-honors classes in reading, writing, research, problem-solving, and critical thinking
- Use assessments that rely more on significant, performance-based assessments and less on conventional forms
- Teach more sophisticated academic vocabulary

All courses designated as honors will adhere to, align with, and reflect the standards established by the Arizona Department of Education (ADE). Curriculum pacing guides, essential questions, course outlines, and entry/exit requirements are to be distributed yearly to honors parents/students. Ultimately, all honors students will acquire the effective literacy skills necessary to thrive in a democratic society, function effectively in organizational communication, and become leaders in the collegiate arenas they attend. The honors programs are committed to providing the instruction, rigor, and support necessary to promote student success in Advanced Placement, dual credit, all honors level courses, PSAT/NMSQT, SAT, ACT, SAT II Subject Area Testing, CPT/PERT, Cambridge IGCSE, and Global IB Examinations. Consequently, honors students enter the postsecondary forum with the essential skills required to endure and thrive as they prepare for their respective careers.

High School Credit

Some courses at the 8th-grade level may be taken for high school credit. The student's final semester grade and credit will be placed on a high school transcript upon enrollment at a Dysart Unified School District High School.

- **You must elect to place the student's earned grade on the high school credit via the Request for Credit Form.** Completion of the Request for Credit form does not guarantee the award of credit.
- The determination of credit awarded shall be final once this completed form has been filed in the High School Registrar's office and is not official until entered into the Student Management System.
- High school final exam must be completed/passed at the end of the course with a 60% or better to receive High School credit.
- Grades cannot be removed from a High School transcript; they are considered a permanent record. Students must retake the course in high school if the grade is not placed on the transcript.

Qualifying courses will state (**high school credit) in the course description.

Grade Point Average (G.P.A.) (High School credit classes)

- Numeric equivalents used to calculate Grade Point Average (G.P.A.) are as follows: The Grade Point Average (G.P.A.) is determined by the sum of the numeric equivalents for the grades divided by the total number of semester classes.
- Weighted G.P.A. is used only to determine class rank.
- Unweighted G.P.A. is used for admission to most colleges and universities and for scholarships at in-state schools.
- Class rank is updated on a continual basis, known as "rolling rank." Class rank for graduation will be based on a student's seventh semester G.P.A.

Scheduling Procedures

Registration Process

- A. Students request courses through the course selection process.
- B. Courses with insufficient enrollment are canceled, and students are given alternative course selections.
- C. Scheduling conflicts are resolved through alternative course selections.
- D. Students can not change an elective 10 days after the start of the semester.

Schedule Changes

We encourage students to consider the courses they select very carefully during the course selection period. The school master schedule is created after all students have selected their courses and are based on the total number of course requests.

Schedule changes will be considered only in the case of incorrect placement or other valid reasons listed below. Schools cannot accommodate requests to change teachers. When dropping or adding, specific procedures must be followed and will be accommodated based on need or availability.

- A. Valid reasons for schedule changes are:
 - a. Errors appearing on computer schedules.
 - b. Changes needed to meet high school graduation requirements.
 - c. Failure of a prerequisite course.
 - d. Changes required for the health of students. (Doctor's documentation necessary.)
 - e. Successful completion of prerequisites prior to the beginning of the current term.

Middle School Grading Guidelines

Grading Guidelines 5th Grade

The purpose of the Grading Guidelines is to provide a shared understanding of grading practices. They also provide a framework for teachers to measure and report student mastery of essential concepts while providing alignment of student grades with student achievement. Grading guidelines also provide consistent practice across teachers, grade levels, and schools.

Below is a list of the current grading guidelines for Kindergarten through 5th grade:

- Measurement of individual achievement of **learning goals – 60%**
 - Multiple measures of learning provided for students to demonstrate achievement on skills and concepts taught
 - Examples include tests, quizzes, writing assignments, projects, labs, or any rubric based assignments
- Measurement of **learning processes – 30%**
 - Teacher and peer-supported learning activities that take place during class time
 - Examples include shared reading, actors theater, group discussions, group projects
- Measurement of **learning practice – 10%**
 - Examples include homework

Multiple Opportunities to Show Proficiency

Students will have at least one additional opportunity available to show proficiency on given standards on assessments. Multiple opportunities are needed, so the teacher has clear evidence to determine if the student is proficient in the standard(s). Teachers in like courses and/ or grade levels may choose a different method to collect evidence of proficiency than was used for the first attempt. Additional evidence of proficiency may come from subsequent exams and override the original grade.

- For example, if a student does not show proficiency in Standard RL1 on Unit Test 1, and the teacher knows this will be reassessed on Unit Test 2, the grade for Unit 2 proficiency would be more recent and override the first grade.

Prior to collecting additional evidence of proficiency, a minimum of one of the following must occur: reteaching, intervention via small groups, video instruction and/ or practice at home, tutoring, etc.

Elimination of Non-Research Based Practices

The following will not be factored into grades: Extra credit, curving, and/or group grades. In addition, grades will not reflect behaviors; instead, this will be annotated in the notes field.

Late Work

With Administrative approval, teachers in like courses and/ or grade levels, will define this practice and clearly state it on the school's website and/or student syllabus. The guidelines must be consistent across the course and/or grade level at the site. Points will not be deducted for late work; instead, it will be annotated in the notes field in the grade book and noted on the report card when needed. However, after the timeframe specified in the syllabus, late work will not be accepted, and the grade will be permanently recorded as a "0".

Report Cards/Progress Reports

Official report cards/progress reports are posted eight times a year (four per semester).

At the four Middle Schools (Ashton Ranch Middle School, Dysart Middle School, Sonoran Heights Middle School, and Cimarron Springs Middle School), only the final grades on the first and second semester report cards are final.

The District grading scale on report cards reads:

A - 90%

B - 80%

C - 70%

D - 60%

F - below 60%

Grading Guidelines Grades 6-12

The Grading Guidelines provide a framework for teachers to measure and report student mastery of essential concepts. Best practices include measuring student learning in multiple and varied ways in order to calculate valid students' grades. It is critical that student academic attainment be measured, not by the amount of time a student spends on learning, but by the level of attainment in terms of the skills and knowledge that the student has mastered.

Assessment:

Assessments in Dysart count for **60%** of the total class grade in a course. Assessments may include summative assessments, quizzes, writing assignments, labs, or any rubric-based assignment.

Projects or Collaborative Assignments:

Projects or Collaborative Assignments in Dysart count for **20%** of the total class grade in a course. These may include labs, writing assignments, long-term writing projects, research papers, performance-based projects, collaborative projects, or any rubric-based assignment.

Classwork/Homework:

Classwork and homework are the students' independent practice of skills and concepts learned in the classroom. Classwork/ homework will count for **20%** of a course grade..

Multiple Opportunities to Show Proficiency

Students will have at least one additional opportunity available to show proficiency on given standards on assessments. Multiple opportunities are needed so the teacher has clear evidence to determine if the student is proficient in the standard(s). The site grade level team has discretion over how multiple pieces of evidence are collected, and this process should be clearly stated on the website and/or syllabus. Teachers in like courses and/ or grade levels may choose a different method to collect evidence of proficiency than was used for the first attempt. Additional evidence of proficiency may come from subsequent exams and override the original grade.

- For example, if a student does not show proficiency in Standard RL1 on Unit Test 1, and the teacher knows this will be reassessed on Unit Test 2, the grade for Unit 2 proficiency would be more recent and override the first grade.

Prior to collecting additional evidence of proficiency, a minimum of one of the following must occur: reteaching, intervention via small groups, video instruction and/ or practice at home, tutoring, etc.

Elimination of Non-Research Based Practices

The following will not be factored into grades: extra credit, curving, and/or group grades. In addition, grades will not reflect behaviors, instead, this will be annotated in the notes field.

Late Work

Teachers in like courses and/ or grade levels, with administrative approval, will define this practice and clearly state it on the school's website and/or student syllabus. The guidelines must be consistent across the course and/or grade level at the site. Points will not be deducted for late work; instead, it will be annotated in the notes field in the grade book and noted on the report card when needed. However, after the timeframe specified in the syllabus, late work will not be accepted and the grade will be permanently recorded as a "0".

Report Cards/Progress Reports

Official report cards/progress reports are posted eight times a year (four per semester). Only the final grades on the first and second semester report cards are recorded on the official transcript.

The District grading scale on report cards reads:

- A - 90%
- B - 80%
- C - 70%
- D - 60%
- F - below 60%

Appealing a Grade

Faculty members are vested with the authority to establish course requirements and standards of performance aligned to District grading guidelines. It is the responsibility of faculty to articulate and communicate course requirements and standards of performance to students at the beginning of each course and apply all grading criteria uniformly and in a timely manner. Final grades submitted by faculty are presumed to be accurate and final. A student, who has questions about a grade received in a course, should seek to resolve the issue by first consulting with the instructor.

Grounds for a Grade Appeal

Students can appeal a grade only when they can document that one or a combination of the following has occurred:

- An error in calculating the grade
- Failure to follow grading policy
- Assignment of a grade based on reasons other than the announced criteria and standards

- Assignment of a grade based on factors other than student achievement, (e.g., personal bias)
- Inconsistent or inequitably applied standards for evaluation of student academic performance
- If the student believes that the grade received is based upon unlawful discrimination, or sexual harassment, as defined in District policies and procedures, the student should proceed with the process under these policies

The Appeal Process

When students believe that they have grounds for appealing a grade issued by an instructor because of an occurrence of one or more of the above mentioned circumstances, the following procedures must be followed:

The student/parent/guardian must submit a written request to the principal requesting the grade be reviewed and include the documentation to support the grounds cited for the request. The student/parent/guardian must attach substantiating documentation that demonstrates the occurrence of one or more of the above-listed grounds for appeal. The student must also attach documentary evidence of the level of achievement in support of the particular grade that the student believes he/she should have been awarded. This must occur within fifteen (15) days of the submission of the grade for the course. Then, the principal will forward this request to the instructor. The instructor will provide a written response, including any appropriate documentation within fifteen (15) days. The decision of the grade appeal is final. K-5 students can appeal a quarter or semester grade. 6-12 students can only appeal a semester grade.

However, if the student believes that the grade received is based upon unlawful discrimination, or sexual harassment, as defined in District policies and procedures, the student should proceed with the process under these policies.

Advisory

Advisory is a common block of time on students' schedules in which a group of students meets with their advisor. The purpose of advisory is to create the support systems necessary to be successful in middle school and the transition to high school. Advisory may focus on:

- Academic and Behavioral Goal Setting and Reflection
- Organization and Note Taking
- Focus on Academic Readiness
- Communication
- School Culture and Team Building

5th Grade Core Courses

Mathematics 5

1 Year

Students will develop competency in dividing and fluently multiplying whole numbers, develop understanding in performing operations with decimals and estimating by rounding and develop an understanding of multiplication and division of fractions. Students will also explore 2- and 3-dimensional objects around the concepts of measurement, graphing, and volume. Students will also represent and interpret data. The standards of mathematical practice and modeling with mathematics are embedded into this course.

English Language Arts 5

1 Year

Students will independently and proficiently read grade-level literature and informational texts, following Arizona State Standards to prepare them for the 21st century. They will refine their writing skills by crafting opinion, explanatory, and narrative pieces. Additionally, students will have opportunities to conduct short research projects and engage in collaborative discussions, practicing effective speaking and listening skills.

Science/Health 5

1 Year

Students will apply their understanding of scale at macro (time and space) and micro (particles of matter) levels to understand patterns and scale across life, earth and space, and physical sciences. Students will develop an understanding of forces, conservation of matter, and traits of inheritance. Student investigations focus on collecting and making sense of observational data and measurements using science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. A focus of the fifth grade science curriculum is helping students understand phenomena through patterns and scale, proportion and quantity.

Social Studies 5

1 Year

United States Studies

Students will understand the history of the United States within an integrated approach. Students will examine historic and economic events from the American Revolution to Industrialism including but not limited to the American Revolution, Constitutional Convention, westward expansion, Civil War and Reconstruction, and growth of industrial and urban America.

Targeted English Instruction

1 Year

Students will receive targeted English instruction designed specifically for English Learners who have not yet reached a proficient score on the Arizona English Language Learner Assessment (AZELLA). This course focuses on developing essential language skills, including listening, speaking, reading, and writing, to support students in building their English proficiency.

6th Grade Core Courses

Mathematics 6

1 Year

Students will develop competency of division of whole numbers and fractions, develop an understanding of ratio and rate, use multiplicative reasoning to solve ratio and rate problems and work with expressions, equations, and inequalities. Students will solve mathematical problems involving area, surface area, and volume. Students will also explore topics related to statistics and probability. The standards of mathematical practice and modeling with mathematics are embedded into this course.

English Language Arts 6

1 Year

Students will independently and proficiently read grade-level literature and informational texts, following Arizona state standards to prepare them for the 21st century. They will enhance their writing skills by composing argumentative, explanatory, and narrative pieces. Students will also have opportunities to conduct short research projects and engage in collaborative discussions, practicing effective speaking and listening skills.

Science/Health 6

1 Year

Students will apply their understanding of how matter and energy relate to atoms, the solar system, and ecosystems while exploring the nature of matter and energy transformation. They will deepen their knowledge of scales, patterns, and properties within these systems. Investigations will emphasize collecting and analyzing observational data using science and engineering practices, such as asking questions, developing models, and engaging in evidence-based arguments. The sixth-grade science curriculum focuses on understanding phenomena through patterns, scale, systems, and energy and matter.

Social Studies 6

1 Year

Global Studies (World Regions and Cultures of the Eastern Hemisphere)

Sixth grade students will understand the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere from the creation of early civilizations to the Renaissance and Reformation.

Targeted English Instruction

1 Year

This course provides targeted English instruction for students whose native language is not English and who have not yet achieved a proficient score on the Arizona English Language Learner Assessment (AZELLA). It focuses on developing essential skills in listening, speaking, reading, and writing, tailored specifically for English Learners to build their language proficiency.

7th Grade Core Courses

Mathematics 7

1 Year

Students will develop an understanding of proportional relationships, perform operations with rational numbers and work with expressions, inequalities, and linear equations. Students will work with 2- and 3-dimensional figures and solve problems involving angle measure, area, surface area, and volume. Students will also explore topics related to statistics and probability. The standards of mathematical practice and modeling with mathematics are embedded into this course.

English Language Arts 7

1 Year

Students will independently and proficiently read grade-level literature and informational texts, following Arizona State Standards to prepare them for the 21st century. They will strengthen their writing skills by composing argumentative, explanatory, and narrative pieces. Students will also have opportunities to conduct short research projects and engage in collaborative discussions, practicing effective speaking and listening skills.

Science/Health 7

1 Year

Students will explore how forces cause changes in motion and how energy is transferred in geological, atmospheric, and environmental processes. They will investigate force and motion in various systems, model how heat energy drives weather and climate cycles, and explain cell structure and function. Investigations will emphasize collecting and analyzing data using science and engineering practices, such as asking questions, developing models, and engaging in evidence-based arguments. The seventh-grade science curriculum focuses on understanding phenomena through patterns, cause and effect, and structure and function.

Social Studies 7

1 Year

Integrated Global Studies

Students will understand the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres from the Scientific Revolution and Enlightenment to the present.

Targeted English Instruction

1 Year

This course provides targeted English instruction for students whose native language is not English and who have not yet reached a proficient score on the Arizona English Language Learner Assessment (AZELLA). It offers focused English Language Development to help students build essential skills in listening, speaking, reading, and writing. This course is specifically designed to support English Learners in improving their language proficiency.

8th Grade Core Courses

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| Mathematics 8 | 1 Year |
| <p>Students will develop an understanding of irrational numbers, expressions, and equations (including solving linear equations, linear inequalities, and systems of linear equations), and the concept of a function, using functions to describe quantitative relationships. Students will explore 2- and 3-dimensional concepts including congruence, symmetry, volume, and the Pythagorean Theorem. Students will explore patterns of association and topics in probability. The standards of mathematical practice and modeling with mathematics are embedded into this course.</p> | |
| Algebra 1-2 Honors (**High School Credit Eligible) | 1 Year |
| <p>Students will deepen and extend their understanding of solving equations and systems, compare and contrast the difference in behaviors between linear and non-linear relationships, and apply linear models to data that exhibit a linear trend. Students will extend their understanding of functions to build functions. Students will engage in methods of analyzing, solving, and using quadratic functions. Students will also extend their understanding of probability and statistics. The standards of mathematical practice and modeling with mathematics are embedded into this course. <i>This course provides a more rigorous approach to the topics covered in Algebra 1-2 as preparation for AP or IB programs.</i></p> | |
| English Language Arts 8 | 1 Year |
| <p>Students will independently and proficiently read grade-level literature and informational texts, following Arizona State Standards to prepare them for the 21st century. They will refine their writing skills by creating argumentative, explanatory, and narrative pieces. Students will also have opportunities to conduct short research projects and participate in collaborative discussions, enhancing their speaking and listening skills.</p> | |
| Science/Health 8 | 1 Year |
| <p>Students will explore how stability, change, and cause and effect influence the natural world. They will study energy principles in chemical reactions, changes within Earth, and variation among populations. Investigations will focus on collecting and analyzing data using science and engineering practices, including modeling, experimentation, and problem-solving. The curriculum emphasizes understanding phenomena through concepts like cause and effect, energy and matter, and stability and change.</p> | |

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| Social Studies 8 | 1 Year |
| <p>Citizenship and Civic Engagement in Today's Society</p> <p>Students will explore history, principles, and foundations of our republic to prepare them to become active citizens. A comprehensive study of civics will be approached from many angles and perspectives with a focus on inquiry, foundations of governments, structures, elections, civil rights and liberties, public and foreign policies, etc.</p> | |

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| Targeted English Instruction | 1 Year |
| <p>Students will participate in Targeted English Instruction designed for those whose native language is not English and who have not yet achieved a proficient score on the Arizona English Language Learner Assessment (AZELLA). This instruction focuses exclusively on English Learners, providing specific English Language Development in listening, speaking, reading, and writing skills to enhance their language proficiency.</p> | |

Electives

The elective choices listed below are for descriptive purposes only. Not every course may be offered at all middle schools or for all grade levels due to staffing and scheduling constraints. Please refer to your course selection sheet for available options at your school.

Art

Art 5

Students will explore the artistic processes by creating, presenting, responding, and connecting through visual arts. This will include instruction in painting, drawing, ceramics, and various media. Students will develop new skills through engaging, hands-on experiences in the arts. Students will have the opportunity to learn about various artists, genres, and mediums. All materials will be supplied.

1 Semester
Grades Offered: 5
Prerequisite: None

Art 6

Students will explore the artistic processes by creating, presenting, responding, and connecting through visual arts. This will include instruction in painting, drawing, ceramics, and various media. Students will develop new skills through engaging, hands-on experiences in the arts. Students will have the opportunity to learn about various artists, genres, and mediums. All materials will be supplied.

1 Semester
Grades Offered: 6
Prerequisite: None

Intro to Art

Students will learn the elements and principles of art and how to apply them within their artwork. Students will explore various media and materials. Students will also learn some basic art history directly applicable to projects.

1 Semester
Grades Offered: 6-8
Prerequisite: None

Advanced Art

Students will learn basic drawing, perspective, and sketching techniques using various media to depict a variety of subjects. This course will survey various painted media on traditional surfaces of canvas and paper. Students will create artwork to demonstrate their understanding of the elements of art and principles of design.

1 Semester
Grades Offered: 6-8
Prerequisite:
Intro to Art
(Repeatable)

Mixed Media /3D Art

Students will create multi-media compositions with a variety of materials, paint, images, found objects, and ink painting. Techniques will include collage, monotype printing, drawing, painting, mixing, assemblage, cutting, pasting, etc. Students will be challenged to create products that demonstrate their understanding of the elements of art and principles of design.

1 Semester
Grades Offered: 6-8
Prerequisite:
Intro to Art

Dance

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| Dance Students will study dance techniques and the development of movement quality and performance skills. Concepts of dance history, production, and improvisational techniques, will also be explored. Dance is a performing ensemble and will participate in concerts, school events, and festivals. Schools may require an audition to be placed in this course. | 1 Semester Grades Offered: 6-8 Prerequisite: None |
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Music

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| Beginning Band Beginning Band is designed for students who are interested in starting an instrument for the first time. The primary focus for this class is on basic instrumental skill development and music reading. Prior music reading is not required. Students are responsible for securing an instrument to use. The school does have opportunities for rental instruments but are based on availability. Band is a performing ensemble and participates in concerts, school events, and festivals. | 1 Year Grades Offered: 5-8 Prerequisite: None |
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| Intermediate Band Intermediate Band is an ensemble for second year band students that provides them with learning and performance opportunities on wind and percussion instruments that expands on concepts learned in beginning band. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. Students are responsible for securing an instrument to use. The school does have opportunities for rental instruments but are based on availability. Band is a performing ensemble and will participate in concerts, school events, and festivals. | 1 Year Grades Offered: 6-8 Prerequisite: Beginning Band or Teacher Recommendation |
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| Advanced Band Advanced band is an ensemble that students may participate in based on teacher recommendation. This ensemble will focus on advanced musical concepts and playing techniques to meet the needs of the advanced band student. The Advanced Band will perform at several concerts, community functions, and festival performances throughout the year. Students are responsible for securing an instrument to use. The school does have opportunities for rental instruments but are based on availability. | 1 Year Grades Offered: 6-8 Prerequisite: Teacher Recommendation |
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| <p>Orchestra</p> <p>Orchestra is designed for students who are interested in starting a string instrument for the first time (violin, viola, cello, string bass). The primary focus for this class is on basic instrumental skill development and music reading. Prior music reading is not required for participation in this class. Students are responsible for securing an instrument to use. The school does have opportunities for rental instruments but are based on availability. Orchestra is a performing ensemble and participates in concerts, school events, and festivals.</p> | <p>1 Year Grades Offered: 6-8 Prerequisite: None</p> |
| <p>Choir</p> <p>This course is designed to focus on singing as a group. Students will focus on learning different types of choral music, sight-reading, correct singing techniques, and performance etiquette. Students will be exposed to and perform all types of genres and styles of choral music. Choir is a performing ensemble and will participate in concerts, school events, and festivals.</p> | <p>1 Semester Grades Offered: 5-8 Prerequisite: None (Repeatable)</p> |
| <p>Advanced Choir</p> <p>Advanced Choir is an ensemble that students may participate in based on teacher recommendation. This ensemble will focus on advanced musical concepts and vocal techniques to meet the needs of the advanced singer. This course is designed to focus on singing as a group. Students will focus on learning different types of choral music, sight-reading, correct singing techniques, and performance etiquette. Students will be exposed to and perform all types of genres and styles of choral music. Choir is a performing ensemble and will participate in concerts, school events, and festivals.</p> | <p>1 Year Grades Offered: 6-8 Prerequisite: Teacher Recommendation (Repeatable)</p> |
| <p>Show Choir</p> <p>Show Choir will focus on beginning/intermediate vocal technique, music theory, sight-reading, and choral literature. Students will learn to prepare and perform popular music in addition to choreography, text interpretation, facial and body expression, and other performance skills. Show Choir is a performing ensemble and will participate in concerts, school events, and festivals.</p> | <p>1 Semester Grades Offered: 6-8 Prerequisite: None (Repeatable)</p> |
| <p>Piano/Keyboarding</p> <p>Students will learn the basic fundamentals of how to play the piano. Students will learn music theory pertaining to this instrument and be required to learn selected material for a performance grade. Students will learn how to read notes, label the lines and spaces on the music staff, count, use correct fingering and follow a piece of music correctly. Students do not need their own instruments, they will be provided for use in class.</p> | <p>1 Semester Grades Offered: 6-8 Prerequisite: None (Repeatable)</p> |

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| <p>Ukulele Students will learn the basic fundamentals of how to play the ukulele. Students will learn music theory pertaining to this instrument and be required to learn selected material for a performance grade. Students will learn how to read notes, label the lines and spaces on the music staff, count, use correct fingering, and follow a piece of music correctly. Students do not need their own instruments, they will be provided for use in class.</p> | <p>1 Semester Grades Offered: 6-8 Prerequisite: None (Repeatable)</p> |
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| <p>Guitar Students will learn the basic fundamentals of how to play the guitar. Students will learn music theory pertaining to this instrument and be required to learn selected material for a performance grade. Students will learn how to read notes, label the lines and spaces on the music staff, count, use correct fingering, and follow a piece of music correctly. Students do not need their own instruments, they will be provided for use in class.</p> | <p>1 Semester Grades Offered: 6-8 Prerequisite: None (Repeatable)</p> |
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| <p>Bucket Drumming Students will explore various aspects of drumming! Students will learn basic stick techniques and then work together to perform various rhythms, grooves, and songs. Students will get a chance to study drumming from different areas including Africa, Latin America, and the United States. Students will have multiple opportunities to showcase their skills. No instruments are needed to participate in this course.</p> | <p>1 Semester Grades Offered: 6-8 Prerequisite: None (Repeatable)</p> |
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| <p>Intro to Instrumental Music Students will explore and get an overview of several different types of instruments. The course focuses on applying music fundamentals to build the foundations for performance and further study. Students will spend time learning to play the ukulele, piano, and various percussion instruments during this semester-long class. This course is to help give students a little taste of everything in hopes that they want to focus on one of the instruments they learn.</p> | <p>1 Semester Grades Offered: 6-8 Prerequisite: None</p> |
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Theatre

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| <p>Theatre Students will learn theatrical staging, acting, directing, and design basics. Students do not need to have any theatre experience prior to taking this course. Theatre is a performing ensemble and will participate in concerts, school events, and festivals.</p> | <p>1 Semester Grades Offered: 6-8 Prerequisite: None (Repeatable)</p> |
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Physical Education

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| <p>Physical Education 5/6 Students will develop skills, knowledge, and dispositions to lead physically active lives. This course will include age and physically-appropriate activities centered around fitness activities, sports, health science, teamwork, and sportsmanship.</p> | <p style="text-align: center;">1 Semester Grades Offered: 5-6 Prerequisite: None Repeatable</p> |
| <p>Boys Physical Education Students will develop skills, knowledge, and dispositions to lead physically active lives. This course will include age and physically-appropriate activities centered around fitness activities, sports, health science, teamwork, and sportsmanship.</p> | <p style="text-align: center;">1 Semester Grades Offered: 7-8 Prerequisite: None Repeatable</p> |
| <p>Girls Physical Education Students will develop skills, knowledge, and dispositions to lead physically active lives. This course will include age and physically-appropriate activities centered around fitness activities, sports, health science, teamwork, and sportsmanship.</p> | <p style="text-align: center;">1 Semester Grades Offered: 7-8 Prerequisite: None Repeatable</p> |
| <p>Coed Physical Education Students will develop skills, knowledge, and dispositions to lead physically active lives. This course will include age and physically-appropriate activities centered around fitness activities, sports, health science, teamwork, and sportsmanship.</p> | <p style="text-align: center;">1 Semester Grades Offered: 7-8 Prerequisite: None Repeatable</p> |
| <p>Personal Fitness Students will develop skills with the intent of improving the many aspects of wellness including, cardiovascular fitness, muscular strength and endurance, flexibility, mental health, nutrition, and personal safety.</p> | <p style="text-align: center;">1 Semester Grades Offered: 6-8 Prerequisite: None Repeatable</p> |
| <p>Unified Sports Unified Physical Education is based on the Special Olympics Unified Sports® Program. Unified Sports® combines students with intellectual disabilities (athletes) and students without disabilities (partners) for sports training and competition. Sports include athletics, basketball, bocce, bowling, cheerleading, flag football, floor hockey, soccer, softball, tennis, and volleyball. Students will have the opportunity to compete in Special Olympics Arizona Area and State Games.</p> | <p style="text-align: center;">1 Semester Grades Offered: 6-8 Prerequisite: None Repeatable</p> |

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| <p>Physical Education 8 (**High School Credit Eligible) Students will develop skills in team and individual sports, personal fitness, and health-related activities. Students will study the complexities of body and mind and how to maintain good health. This course is a year-long course, offered online through iSchool but facilitated during PE class. This course will require work outside of the classroom. Students taking this course are taking a high school credit course. It is imperative that students and parents understand grades from this course will be posted and can not be removed from their high school transcripts.</p> | <p>1 Year Grades Offered: 8 Prerequisite: Teacher Recommendation</p> |
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CTE

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| <p>CTE Lab 1 Explore career options that may be available to you in high school. 6th - 8th Grade CTE Lab Class is centered around eight Career Clusters. Career Clusters provide a way for organized instruction and student experiences based on eight broad categories that encompass virtually all occupations from entry to professional levels. Some of those career clusters include Agriculture/Natural Resources, Architecture, Arts/A/V Technology & Communication, Business, Education & Training, Health Science, Manufacturing, Transportation/Distribution, and STEM.</p> | <p>1 Semester Grades Offered: 6-8 Prerequisite: None</p> |
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| <p>CTE Lab 2 Explore career options that may be available to you in high school. 6th - 8th Grade CTE Lab Class is centered around eight Career Clusters. Career Clusters provide a way for organized instruction and student experiences based on eight broad categories that encompass virtually all occupations from entry to professional levels. Some of those career clusters include Agriculture/Natural Resources, Architecture, Arts/A/V Technology & Communication, Business, Education & Training, Health Science, Manufacturing, Transportation/Distribution, and STEM.</p> | <p>1 Semester Grades Offered: 6-8 Prerequisite: None</p> |
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| <p>Intro to TV/Broadcasting Students will learn the technical computer application side of video and multimedia production as it relates to over-the-air, cable, and closed circuit broadcasting. Students will be introduced to studio functions in the production of live and pre-recorded media. These students will be responsible for the production of the school's daily video announcements, as well as students' own location and studio projects which will be rebroadcast on the local public access channel and will be made available for download as podcasts. This course will require after-school work to meet deadlines and cover newsworthy events throughout campus, the district, and community.</p> | <p>1 Year Grades Offered: 6-8 Prerequisite: None (Repeatable)</p> |
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Spanish

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| <p>Intro to Spanish Students will focus on grammar, proper verb forms (i.e., agreement of verb and subject as well as gender), basic everyday expressions, and vocabulary. Students will be introduced to the cultures and geographies of Spanish-speaking countries.</p> | <p>1 Semester Grades Offered: 5-6 Prerequisite: None</p> |
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| <p>Spanish 1 (**High School Credit option) Students will focus on grammar, proper verb forms (i.e., agreement of verb and subject as well as gender), basic everyday expressions, and vocabulary. Students will be introduced to the cultures and geographies of Spanish-speaking countries.</p> | <p>1 Year Grades Offered: 7-8 Prerequisite: None</p> |
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****8th graders must pass the Spanish Challenge Exam with an A or B at the end of their 8th grade year to be eligible for Spanish 1-2 High School Credit.**

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| <p>Spanish 2 (**High School Credit) Students will build upon the skills acquired in Spanish I. Spanish II will focus on grammar, proper verb forms (i.e. subject-verb agreement), compound verb forms, vocabulary expressions designed to expand communication skills, and the past tense. Students will continue their exploration of the cultural aspects of Spanish-speaking countries.</p> | <p>1 Year Grades Offered: 7-8 Prerequisite: Spanish 1</p> |
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****8th graders who complete Spanish 1 and 2 and pass the Spanish Challenge Exam with an A or B at the end of their 8th grade year to be eligible for Spanish 1-2 High School Credit.**

Other

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| <p>Student Council Student Council Students will focus on refining and implementing leadership skills. This class gives practical experience in the areas of planning, conducting, coordinating, and developing leadership and responsibility. *Students are elected in a student body election</p> | <p>1 Year Grades Offered: 6-8 Prerequisite: Teacher Recommendation/Elected</p> |
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| <p>Yearbook Students will produce, manage and distribute the school's annual publication (yearbook). Students will develop skills in writing, marketing, layout design, art/graphics, photography, and teamwork with a standards-based approach to the basic concepts in information Technology/Graphic Arts Communication</p> | <p>1 Year Grades Offered: 6-8 Prerequisite: Teacher Recommendation</p> |
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Academic Lab

The Middle School Academic Lab provides personalized support to strengthen key academic skills in a positive and encouraging environment. This elective offers targeted instruction in reading, writing, math, and study strategies, helping students build confidence and succeed across all subjects. Through whole and small group activities, one-on-one guidance, and interactive learning tools, students will practice and improve skills while developing habits that promote academic independence.

1 Semester
Grades Offered: 5-8
Prerequisite:
Teacher
Recommendation