

Oak Canyon Junior High

CORE OF THE CORE
First Edition



“Together We Learn For Life”

Oak Canyon Core of the Core



7th Grade Core of the Core

Language Arts/ English

Reading Comprehension

1. The student will determine word meaning through prefixes, suffixes, and context clues.
2. The student will critically read informational text and identify text features.
3. The student will identify plot, theme, character and setting in short stories and novels.

Writing

1. The student will write summaries and make connections to text.
2. The student will write about personal experience in chronological sequence using sensory details.
3. The student will revise and edit their writing using the Six Traits, focusing on ideas, organization, and conventions.

Inquiry/Research/Oral Presentation

1. The student will ask questions and gather information to answer those questions.
2. The student will write a report using information gathered from the process of inquiry.
3. The student will orally share what they've learned through the process of inquiry.

READ180 (Reading Skills)

1. Students will work to improve vocabulary, spelling, and word recognition skills.
2. Students will work to improve reading fluency.
3. Students will work to improve the following reading comprehension skills: making predictions, visualizing, asking questions, making connections, and summarizing.
4. Students will work to improve reading test-taking skills.

Popular Literature

1. Students will read and study characteristics of the following popular genres: science fiction,

fantasy, mystery, modern, western and young adult literature.

2. Students will learn to write critically in response to literature.
3. Students will experiment with writing in the genres that are studied.

Creative Writing

1. Students will study the elements of writing involved in fiction including: genre, setting, character, mood, hook, conflict, climax, suspense, resolution.
2. Students will learn to enhance word choice, and create realistic narration and dialogue.
3. Students will produce writing including all aspects of fiction.
4. Students will learn to edit and revise.

Media Center

Students will be able to:

1. Use and enjoy books to stimulate their imaginations and the thinking process.
2. Define their needs and tasks and choose books/resources related to these.
3. Search on the computer (Alexandria or internet) for specific information.
4. Find books for recreational reading.
5. Find books or online resources for informational reading.
6. Gather and evaluate information from different kinds of sources.
7. Present information in a variety of ways.
8. Evaluate and think critically about their finished task.

Humanities

1. Students will use principles learned in Humanities to better understand their world and the people in it.
2. Students will critically respond to art, literature, movies, information, and life experiences, using proper organization, format, and examples to support stated opinions.

3. Students will examine and find appreciation for a wider range of aesthetic experiences in life.

Science

7th Grade Science

1. Describe the structure of matter in terms of atoms and molecules.
2. Accurately measure the characteristics of matter in different states.
3. Investigate the motion of particles in a solid, liquid, and gas when heat is added or taken away.
4. Examine the effects of density and particle size on the behavior of materials in mixtures.
5. Analyze how density affects Earth's structure.
6. Observe and describe cellular structures and functions.
7. Identify and describe the function and interdependence of various organs and tissues.
8. Compare how sexual and asexual reproduction passes genetic information from parent to offspring.
9. Relate the adaptability of organisms in an environment to their inherited traits and structures.
10. Classify objects based on observable properties.
11. Use and develop a simple classification system.
12. Classify organisms using an orderly pattern based upon structure.
13. Use science process and thinking skills.
14. Manifest science interests and attitudes.
15. Understand important science concepts and principles.
16. Communicate effectively using science language and reasoning.
17. Demonstrate awareness of the social and historical aspects of science.
18. Understand the nature of science.

Social Studies/ History

Utah History

1. Students will understand the interaction between the physical geography of Utah and the people who live here.
2. Students will understand the contributions

of the Native American Indians, explorers, and pioneers to Utah's history and culture. Includes a recognition of the cultural and ethnical diversities in our state.

3. Students will understand the problems associated with Utah's struggle for Statehood.
4. Examine the structure and function of city, county, and state governments, and assess the rights and responsibilities that come with citizenship.
5. Students will understand the diverse ways make a living and investigate the aspects that have broadened Utah's economy.
6. Students are to understand the impact of major contemporary events that concern the Land and the People of Utah.

Math

Math 7

Students will be able to...

Rational Numbers

1. Convert between fractions, decimals, and percents.
2. Order and compare integers, fractions decimals and percents.
3. Add, subtract, multiply, and divide, integers, fractions and decimals.
4. Compute exponents and perfect square roots.

Ratios

1. Solve ratio and rate problems.
2. Use scale factor to solve problems.
3. Understand percents as ratios, and solve problems.
4. Calculate and convert between different measurements.

Algebra Introduction

1. Write variable expressions.
2. Evaluate variable expressions.
3. Solve simple one-step equations.
4. Graph ordered pairs.
5. Model real life problems.

Probability

1. Calculate basic probability.
2. Compare experiments with expected probability.

Pre-Algebra

Students will be able to...

Integers

1. Add, subtract, multiply, and divide integers.
2. Use order of operations to evaluate expressions
3. Compare and order integers.

Proportions

1. Solve basic proportions.
2. Find missing lengths using similar figures or scales.
3. Translate a story problem into a written proportion.

Equations and Inequalities

1. Solve one- and two-step equations and inequalities.
2. Simplify expressions by combining like terms and distributing.
3. Model real-world situations using equations and inequalities.
4. Graph an inequality on a number line.

Rational Numbers

1. Convert between fractions, decimals, and percents.
2. Add, subtract, multiply, and divide fractions.
3. Compare and order rational numbers.

Coordinate Graphing

1. Draw and label a coordinate plane.
2. Plot an ordered pair.
3. Label a point with a coordinate pair.

Communication

1. Model using various representations.
2. Verbally explain problem-solving processes.
3. Demonstrate mathematical computations.
4. Justify answers and thinking.
5. Understand and follow directions.

Fine Arts & Performing Arts

Art Foundations I

When students finish Art Foundations I they should be able to:

1. Evaluate the impact of art on life and recognize the importance of creative/divergent thinking as a life skill.
2. Explore numerous art media, techniques, and processes.
3. List, use, and recognize the elements of art

(line, shape, color, texture, value, form, space)

- a. Draw using contour lines.
 - b. Use values to show light and dark.
 - c. Draw in one- and two-point perspective (space).
 - d. Use overlapping, detail, and size to show depth in a drawing (space).
 - e. Name colors on a color wheel, and accurately mix all colors on the color wheel from primary colors.
 - f. Know basic color theory including monochromatic colors, complementary colors, analogous colors, triadic colors, and warm and cool colors.
 - g. Know how to measure and see objects using proportions.
 - h. Create a sculpture using effective 3-dimensional form.
 - i. Use dots, lines, and values to create implied texture.
4. Create works of art using art principles to organize the elements i.e. balance, repetition, variety, emphasis.
 5. Create works of art that effectively communicate subject matter, metaphor, symbols, or individually conceived content.
 6. Form opinions and appreciate differing points of view concerning art (aesthetics).
 7. Be able to critique works of art including description, analysis, interpretation, and judgment.
 8. Analyze impact of time, place, and culture on works of art, and recognize artwork and styles of a variety of artists (art history).
 9. Exhibit artwork and organize a portfolio that expresses a purpose i.e. mastery.

Beginning Band

1. Demonstrate correct performance fundamentals including: playing positions, care of instruments, and individual/ensemble rehearsal techniques.
2. Demonstrate an understanding and be able to identify basic level playing techniques including: embouchure, tone quality, intonation, articulation, finger dexterity, and range.
 - a. Articulation:
 - b. Tongue
 - c. Slurring

- d. Accent
 - e. Range
 - f. Concert Bb-Bb
 - g. Intonation
 - h. Identification of beats.
 - i. Conceptually.
 - j. Tone Quality (connected to intonation).
3. Demonstrate an understanding of beginning music theory and interpretation.
 - a. Symbols/Definitions as defined in “Band Expressions” Book 1
 - b. Rhythm
 - c. Whole through 16th
 - d. Dotted quarter
 - e. 4/4, 2/4, 3/4, 2/2
 - f. Instrument Transposition.
 4. Perform major scales and arpeggios up to one octave up to 3 flats concert pitch (Bb, Eb, F, C) and 1/2 octave chromatic scale (Bb-G concert).
 5. Develop beginning ensemble sight-reading and performance skills. The students should be able to sight read at least grade .5.
 6. Perform band literature in a variety of styles appropriate to playing level (Grade I).
 7. Develop multicultural, interdisciplinary and historical aspects of music.

7th Grade Choir

(Intermediate or Beginning)

1. Identify note names, note values, and parts of the staff quickly and accurately by using available resources and drills if needed.
2. Count basic rhythms including whole notes, half notes, quarter notes, and eighth notes.
3. Sing solfege with hand signs comfortably alone and with a group.
4. Comfortably and accurately perform sight-singing exercises with a small group.
5. Develop good vocal habits (tall posture, fat breathing, long vowels, explosive diction, open ring, and expressive faces).
6. Participate in class, rehearsals, and performances with other students and the teacher with a positive attitude.

Beginning Orchestra

After completing this class students will be able to...

1. Identify the parts of the instruments and parts of the bow.

2. Demonstrate proper playing position and bow hold.
3. Identify parts of the staff.
4. Read, notate and play all A, D, G, and C or E string notes.
5. Read, notate, and play quarter notes, eighth notes, whole notes, half notes, dotted quarter notes, and their corresponding rests.
6. Identify notes on a keyboard.
7. Identify and understand finger patterns.
8. Play and notate key signatures for CM, GM, and DM scales.

Intermediate Orchestra

After completing this class students will be able to...

1. Effectively demonstrate and understand all beginning techniques.
2. Read, notate, and play triplet and 16th notes.
3. Play in 6/8 time.
4. Demonstrate extensions on cellos.
5. Tune their own instruments.
6. Demonstrate slurs, hooks, and staccatos.
7. Play and notate key signatures for AM, B flat Major, E flat Major, d minor, and g minor scales.
8. Perform a solo or ensemble work for the class.

Advanced Orchestra

After completing this class students will be able to...

1. Effectively demonstrate and understand all beginning and intermediate techniques.
2. Demonstrate spiccato bowings.
3. Tune their instruments with only an A given.
4. Play two octave scales.
5. Perform a solo or ensemble work for the class.
6. Demonstrate and knowledge of shifting.
7. Demonstrate a knowledge of vibrato.

Drama 1

Stage Presence and Professionalism

1. Students will learn to recognize and deal with the symptoms of stage fright.
2. Students will learn exercises, techniques, and tips to appear composed and calm on stage.
3. Students will know the do's and don'ts of professional behavior/appearance on stage.

Audience Etiquette

1. Students will learn the expectations of a good audience.

2. Students will practice proper etiquette as focused, attentive audience members.

Movement

1. Students will learn to use uninhibited and natural movement while performing.
2. Students will learn the 4 elements of physical movement (energy, locomotion, balance, relaxation) and incorporate them into all performances.
3. Students will learn to be aware of their bodies and move comfortably on stage.
4. Students will learn to communicate emotions and character through their body movement.

Voice

1. Students will learn to project.
2. Students will learn to use proper diction and be understood on stage.
3. Students will learn to express themselves through the elements of voice (intensity, pitch, rate, volume, rhythm, emphasis, tone, etc.)

Emotion/Character

1. Students will learn to use memory and imagination to express sights, sounds, feelings and moods on stage.
2. Students will learn to use body language, voices, and movement to communicate a certain character or personality.
3. Students will learn to identify a character's objective.

Plot Structure/Scene Creation

1. Students will learn to use the plot structure when planning and acting out stories.
2. Students will learn to create and use characters, and develop their dialogue.
3. Ensemble Work
4. Students will learn to use rehearsal warm-ups, basic stage directions, blocking and staging abilities, and active listening skills.
5. Students will enhance their thinking and communication skills, and improve their abilities to collaborate with others.
6. Students will learn to receive constructive criticism, and to evaluate themselves by setting personal goals, reflecting on their performances and progress, and reviewing past assignments.

World Languages

Chinese I

In order to be able to read Chinese Characters a Pin-Yin Romanization must be learned first. The Students will be able to:

1. Read Pin-Yin.
2. One hundred Chinese Characters will be learned and used.
3. Basic communication expressions will be learned for the following topics:
4. Greetings
5. Family
6. Dates and Times
7. Hobbies
8. Visiting Friends
9. The student will also learn:
10. Colors, numbers, directions
11. The students will learn about the culture, history, landmarks, government of China and Taiwan.

French 1

1. Students will know the 2 most common verbs (etre and avoir) used in French, how to conjugate them and how to use them in asking and answering simple questions.
2. Students will be able to ask and answer questions about names, ages, looks, personality, family, free time, likes, dislikes, school, food, house and where to buy things.
3. Students will be able to ask and answer basic survival questions useful in many French-speaking contexts.
4. Students will be able to compare and contrast the differences between French-speaking cultures and American cultures.

German 1

1. Students will know the 2 most common verbs (sein and haben) we use in German, how to conjugate them and how to use these in asking and answering simple questions.
2. Students will be able to ask and answer questions about names, ages, looks and personality, family, free time, likes, dislikes, school, food, house and where to buy things.
3. You will be able to ask and answer basic survival questions useful in many

- German speaking contexts.
4. You will be able to compare and contrast the differences between German-speaking cultures and American cultures.

Spanish 1

1. Students will know many verbs including the 4 most common (ser, estar, ir, and tener) we use in Spanish, how to conjugate them in the present tense, and how to use these in asking and answering simple questions.
2. Students will be able to ask and answer questions about names, ages, looks, personality, family, free time, likes, dislikes, and school.
3. Students will be able to communicate using each of the 4 functions. Reading, writing, speaking, and listening.
4. Students will be able to compare and contrast the differences between Spanish-speaking cultures and American cultures.

Spanish 2

1. Students will be able to converse in all forms of the present, past, and simple future.
2. Students will be able to ask and answer questions about yourself and other, what you have to do, what you do, and what you do in your free time.
3. Students will be able to comprehend simple texts and write small paragraphs on familiar topics.
4. Students will be able to ask and answer basic survival questions useful in many Spanish-speaking contexts.
5. Students will continue to compare and contrast cultures and develop skills to help appreciate and interact with other cultures.

Physical Education

Physical Education

1. Standard 1: Students will understand why we need to develop a variety of motor skills and movement patterns needed to perform physical activities.
2. Standard 2: Students will understand movement concepts, principles, strategies, and

tactics as they apply to the learning and performance of physical activities.

3. Standard 3: Student will understand the importance of participating regularly in physical activity.
4. Standard 4: Students will understand the importance of self-assessment and how to use this information in order to achieve and maintain a health-enhancing level of physical fitness.
5. Standard 5: Students will understand the importance of personal and social behavior that respects self and others in physical activity settings.
6. Standard 6: Students will understand why physical activity is important for health, enjoyment, challenge, self-expression, and/or social interaction.
7. Guaranteed and Viable Curriculum: A curriculum that 1) gives students access to the same essential learning regardless of who is teaching the class and 2) can be taught in the time allotted.
8. Power Standard: The knowledge, skills, and dispositions that have endurance, leverage, and are essential in preparing students for readiness at the next level: the most essential learning or outcomes.

Health

The main core focuses on the learning and accepting of personal responsibility. Responsibility will be taught as a topic and intertwined within other topics.

The following abilities will be demonstrated and practiced in class: Goal setting, decisions making, conflict resolution, anger management, communications skills, listening skills etc.

The following topics will be the core of this class:

1. Three sides of the Health Triangle= Mental-Emotional, Physical, Social.
2. Self-esteem, Adjusting to Junior High, caring about others.
3. Mental Health
4. Family and Friendships
5. Diet and Nutrition
6. Fitness for life, Body Image, Weight Control, Developing habits for life.

7. Alcohol, Tobacco, Drugs, Addition and Ways to say NO.
8. Communicable and Non-Communicable Diseases.

- a. Drafting & design - Board Drawings, and Information & Communication –CAD and Architectural design
- b. Energy & Power – Electronic buzzer
- c. Transportation – Helicopters
- d. Manufacturing – Magnetic Levitation Cars
- e. Construction – Scaled House
- f. Engineering – Rubber band Car

Career Technology Education

CTE Intro

Career and Technical Education Introduction (CTE-Intro) is a yearlong class taught by three teacher and the counselors. The major objectives are: Increasing Self- Knowledge, Exploring Education and Occupation Opportunities and Develop Education and Occupation Plans.

Technology & Engineering – Rotation

Students will learn to understand, design, produce, use and manage the human-made world in order to contribute and function in a technological society. This will be done through hands on learning activities that relate to various careers.

1. Students will learn and use measuring skills
2. Students will learn basic design skills: i.e. sketching drawings and creating a materials list.
3. Students will learn and use basic safety rules for the tools, equipment, and facilities.
4. Students will explore careers in Technology and Engineering
5. Students will explore the nature of technology in these areas: information and communication, energy and power, transportation, manufacturing, construction, Engineering.
6. Students will explore how technologies affect our society in these areas: information and communication, energy and power, transportation, manufacturing, construction, Engineering.
7. Students will use basic design concepts in these technologies activities: information and communication, energy and power, transportation, manufacturing, construction, Engineering.
8. Students will make the following projects to explore these technologies:

Business Rotation

1. Agriculture: Able to explore the relationship and impact of agriculture and natural resources in business.
2. Economics: Business applications of Unlimited Wants and Limited Resources.
3. Marketing: Understand the four Ps of Marketing.
4. Able to design, create, format, and edit slide show presentations.
5. Able to design, create, format, and edit word processing documents.
6. Able to create, format, and edit spreadsheet documents.
7. Able to do budgeting, and understand some of the personal financial concepts.
8. Aware of the Health Care Careers opportunities.

FACS Rotation

Students will explore careers relating to and in Family and Consumer Sciences, Economics, Marketing, Information Technology and Health Sciences.

Economics

1. Students will identify three economic resources (natural, human, and capital) and how businesses use them to produce products and provide for their needs and wants.

Independent Living

1. Students will understand the importance of being able to communicate verbally, nonverbally and in writing.
2. Students will develop from dependence, to independence to interdependence if I accept more responsibility for myself and recognize the need to accept responsibility.

Family

1. Students will identify skills to improve quality family life by doing my part to help the family to work together and be successful.

Clothing and Textiles

1. Students will use a sewing machine to safely construct a travel pillow.
2. Students will wash a batch of clothes and iron one shirt according to my parent's instructions.

Childcare

1. Students will identify and use age appropriate activities for the care and development of preschool age children by participating in a one day preschool.

Foods and Nutrition

1. Students will safely use kitchen equipment to prepare, store, and clean up food in a sanitary way.
2. Students will wash hands properly to prevent the spread of disease.
3. Students will wash dishes and follow the ways of good dishwashing habits.
4. Students will use the dietary guidelines, MyPyramid and food labels to make good food choices.

Health Care

1. Students will identify necessary practices for good hygiene, injury prevention and first aid skills.

Information Technology

1. Students will identify technology at home, school and work, and how it impacts them by listing all of the things that technology is used for.
2. Students will discuss both the positive and negative effects technology has on individuals and families.
3. Students will describe what nanotechnology textiles can do to improve fabrics performance for specific needs such as bullet protection, temperature prevention, camouflage, etc.

Marketing

1. Students will define the 4 P's of Marketing: Price, Product, Place and Promotion and their impact by participating as an employee and preparing food, serving and cleaning up for the "customers" from Mr. Fotu's business class.
2. Students will identify way to successfully promote themselves to a potential employer by filling out an application to be hired as a TLC Café employee and interviewed by the owner.

Agriculture

1. Students will identify the influence that new agricultural technology has on their everyday life.
2. Students will define biotechnology as used in agriculture and explain the benefits of its use.

Careers

1. Students will identify and know how to explore careers pathways related to Family and Consumer Sciences.

Keyboarding I

1. Use correct technique.
 - a. Touch typing (typing without looking at your fingers)
 - b. Sit up straight
 - c. Straight wrists
 - d. Feet placed correctly for balance
2. Develop speed and accuracy.
 - a. 1st quarter goal – 25 wpm with 4 or fewer errors per minute
 - b. 2nd quarter goal – 35 wpm with 4 or fewer errors per minute
3. Learn basic word processing skills.
 - a. Cut
 - b. Copy
 - c. Paste
 - d. Insert
 - e. Delete
 - f. Bold
 - g. Underline
 - h. Italics
4. Learn the 10-key number pad.
5. Learn 4th row numbers and selected symbols.

8th Grade Core of the Core

Language Arts/ English

Reading

1. Students will determine word meaning through word parts, definitions, and context clues.
2. Students will comprehend and evaluate informational text through external and internal text features.
3. Students will comprehend narrative texts using literary elements.

Writing

1. Students will write informational and literary text using the writing process and six traits.
2. Students will write using various modes.

Inquiry

1. Students will demonstrate their understanding of the inquiry process through seeking and giving information in various writing and oral presentations.

READ180 Reading Skills

1. Students will work to improve vocabulary, spelling, and word recognition skills.
2. Students will work to improve reading fluency.
3. Students will work to improve the following reading comprehension skills: making predictions, visualizing, asking questions, making connections, and summarizing.
4. Students will work to improve reading test-taking skills.

Popular Literature

1. Students will read and study characteristics of the following popular genres: science fiction, fantasy, mystery, modern, western and young adult literature.
2. Students will learn to write critically in response to literature.
3. Students will experiment with writing in the genres that are studied.

Creative Writing

1. Students will study the elements of writing involved in fiction including: genre, setting, character, mood, hook, conflict, climax,

suspense, resolution.

2. Students will learn to enhance word choice, and create realistic narration and dialogue.
3. Students will produce writing including all aspects of fiction.
4. Students will learn to edit and revise.

Creative Writing II

1. Students will continue to practice and enhance their knowledge on the elements of writing involved in fiction including: genre, setting, character, mood, hook, conflict, climax, suspense, resolution.
2. Students will continue to enhance word choice, and create realistic narration and dialogue.
3. Students will learn to formulate loose ideas into concrete, individual stories.
4. Students will continue to edit and revise in order to produce a portfolio showcasing a variety of polished writing.

Media Center

Students will be able to:

1. Use and enjoy books to stimulate their imaginations and the thinking process.
2. Define their needs and tasks and choose books/resources related to these.
3. Search on the computer (Alexandria or internet) for specific information.
4. Find books for recreational reading.
5. Find books or online resources for informational reading.
6. Gather and evaluate information from different kinds of sources.
7. Present information in a variety of ways.
8. Evaluate and think critically about their finished task.

Humanities

1. Students will use principles learned in Humanities to better understand their world and the people in it.
2. Students will critically respond to art, literature, movies, information, and life experiences, using proper organization, format, and examples to support stated opinions.

3. Students will examine and find appreciation for a wider range of aesthetic experiences in life.

Debate 1

Students will

1. Use expression, pauses, and proper pacing while speaking.
2. Organize a speech in an audience friendly manner.
3. Research and debate current issues in society.
4. Present an organized speech with little or no preparation time.

Debate 2

Students will

1. Avoid logical fallacies when debating.
2. Research and debate both sides of a current issue.
3. Cross-exam an opponent and use information gained in rebuttal.
4. Flow a debate in order to score it.

Yearbook/Newspaper

Students will

1. Take quality photos of school events.
2. Interview others using open ended questions.
3. Create layouts following design principals.
4. Write articles following the inverted pyramid format.

Science

Integrated Science

Students will understand the nature of changes in matter.

1. Describe the chemical and physical properties of various substances.
2. Observe and evaluate evidence of chemical and physical change.
3. Investigate and measure the effects of increasing or decreasing the amount of energy in a physical or chemical change, and relate the kind of energy added to the motion of the particles.
4. Identify the observable features of chemical reactions.

Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the

environment may alter the amount of energy provided to living organisms.

1. Compare ways that plants and animals obtain and use energy.
2. Generalize the dependent relationships between organisms.
3. Analyze human influence on the capacity of an environment to sustain living things.

Students will understand the processes of rock and fossil formation.

1. Compare rocks and minerals and describe how they are related.
2. Describe the nature of the changes that rocks undergo over long periods of time.
3. Describe how rock and fossil evidence is used to infer Earth's history.
4. Compare rapid and gradual changes to Earth's surface.

Students will understand the relationships among energy, force, and motion.

1. Investigate the transfer of energy through various materials.
2. Examine the force exerted on objects by gravity.
3. Investigate the application of forces that act on objects, and the resulting motion.
4. Analyze various forms of energy and how living organisms sense and respond to energy.

Social Studies/ History

United States History

1. Students will determine how geography affected the development of societies and cultures as it pertains the United States.
2. Students will understand the concepts of cause and effect in history.
3. Students will examine the events that led to colonization, the American Revolution, and the creation of the United States.
4. Students will examine the structure of the Constitution of the United States and the government, and identify the rights and responsibilities of citizens of the United States.
5. Students will examine westward expansion and significant events that led to the Civil War.
6. Students will explore the concepts of prejudice, discrimination, toleration, civil liberties, and acceptance by examining the

relationships between peoples, religions, cultures, etc.

Math

Pre-algebra

Students will be able to...

Integers

1. Add, subtract, multiply, and divide integers.
2. Use order of operations to evaluate expressions.
3. Compare and order integers.

Proportions

1. Solve basic proportions.
2. Find missing lengths using similar figures or scales.
3. Translate a story problem into a written proportion.

Equations and Inequalities

1. Solve one- and two-step equations and inequalities.
2. Simplify expressions by combining like terms and distributing.
3. Model real-world situations using equations and inequalities.
4. Graph an inequality on a number line.

Rational Numbers

1. Convert between fractions, decimals, and percents.
2. Add, subtract, multiply, and divide fractions.
3. Compare and order rational numbers.

Coordinate Graphing

1. Draw and label a coordinate plane.
2. Plot an ordered pair.
3. Label a point with a coordinate pair.

Communication

1. Model using various representations.
2. Verbally explain problem-solving processes.
3. Demonstrate mathematical computations.
4. Justify answers and thinking.
5. Understand and follow directions.

Algebra I

Students will be able to...

Solve

1. Assign variables and write equations to model real life situations.
2. Solve multi-step equations and inequalities and quadratic equations using a variety of methods.
3. Manipulate literal equations in order to solve

for a specific unknown.

4. Solve a system of linear equations and inequalities.
5. Solve problems using proportions.
6. Multiply and factor polynomials.

Linear Equations

1. Calculate slope from graphs, tables, ordered pairs, and verbal models.
2. Understand slope as a rate of change.
3. Graph linear equations using a variety of methods.

Statistics

1. Interpret data, tables, and graphs and apply the information to real life situations.
2. Determine probability of events.

Operations with Real Numbers

1. Perform operations with rational and irrational numbers.

Career and Technical Education

Exploring Foods

1. Relate food preparation, food storage and sanitary dishwashing techniques to food safety.
2. Recognize cooking utensils and describe their uses.
3. Describe and demonstrate basic cooking techniques.
4. Sing the Measuring Song and properly measure ingredients
5. Identify basic kitchen safety procedures and use them.
6. Describe the food groups in My Pyramid, give recommended servings for each.
7. Identify and explain the dietary Guidelines for Americans.
8. Compare nutrient rich versus empty calorie foods.
9. Identify the function of the major ingredients in baking.
10. Follow a recipe and make a quality food product.
11. Prepare foods from each of the food groups.

FACS Exploration – Clothing

Standard 1

1. Students will develop and strengthen family

- and friend relationships.
- 2. Students will discuss values, goals, decision-making and personal responsibility.
- 3. Students will tell how to make wise purchases and be responsible with money.
- 4. Students will show positive strategies for adapting and coping with challenging times.

Standard 2

- 1. Students will tell why where I live is important and unique.
- 2. Students will identify basic elements and principles of design in fashion and interior design.
- 3. Students will discuss the effect color has on people and places.
- 4. Students will identify how furniture arrangements and traffic patterns affect interiors.
- 5. Students will identify careers in housing and interior design.

Standard 3

- 1. Students will show how to use and take care of the sewing machine.
- 2. Students will show safety when using both large and small sewing equipment.
- 3. Students will identify small sewing equipment and what they are used for.
- 4. Students will show how to use and care for the serger and other specialty sewing machines in our classroom.
- 5. Students will use a sewing pattern.
- 6. Students will demonstrate basic sewing techniques in completing a sewing project.
- 7. Students will explain the meaning of fashion.
- 8. Students will identify different careers in clothing and textiles.

Exploring Tech 1 or Woods 1

Exploring Technology is comprehensive action-based educational course that introduces students to the technological systems of four of the following technology areas: energy-power technologies, information and communications technologies, transportation technologies, manufacturing technologies, and construction technologies.

- 1. Through activity-based education students will learn and use safe practices, learn basic design skills, and be introduced to related careers
- 2. Through activity-based education students will explore energy and power technologies in our

- world.
- 3. Through activity-based education students will explore information and communication technologies in our world.
- 4. Through activity-based education students will explore transportation technologies in our world.
- 5. Through activity-based education students will explore manufacturing technologies in our world.
- 6. Through activity-based education students will explore construction technologies in our world.
- 7. Through activity-based education students will explore how math and science are used in Engineering and Engineering technologies in our world.

Keyboarding I

In keyboarding we recognize that students have had lots of experience with computers and keyboarding, but also that they have developed many habits that will decrease their ability to type quickly. This class is designed to help students break those habits and acquire the skills necessary to type faster than they ever had before.

Our major goals are:

- 1. Technique. Use correct techniques that will help the student improve speed and accuracy.
 - a. Touch typing (typing without looking at your fingers)
 - b. Sit up straight
 - c. Straight wrists
 - d. Feet placed correctly for balance
- 2. Develop speed and accuracy.
 - a. 1st quarter goal – 35 wpm with 4 or fewer errors per minute
 - b. 2nd quarter goal – 45 wpm with 4 or fewer errors per minute
- 3. Learn basic word processing skills
- 4. Learn the 10-key number pad
- 5. Learn 4th row numbers and selected symbols

Fine Arts &

Perfroming Arts

Art Foundations I

When students finish Art Foundations I they should be able to:

1. Evaluate the impact of art on life and recognize the importance of creative/divergent thinking as a life skill.
 2. Explore numerous art media, techniques, and processes.
 3. List, use, and recognize the elements of art (line, shape, color, texture, value, form, space)
 - a. Draw using contour lines.
 - b. Use values to show light and dark.
 - c. Draw in one- and two-point perspective (space).
 - d. Use overlapping, detail, and size to show depth in a drawing (space).
 - e. Name colors on a color wheel, and accurately mix all colors on the color wheel from primary colors.
 - f. Know basic color theory including monochromatic colors, complementary colors, analogous colors, triadic colors, and warm and cool colors.
 - g. Know how to measure and see objects using proportions.
 - h. Create a sculpture using effective 3-dimensional form.
 - i. Use dots, lines, and values to create implied texture.
 4. Create works of art using art principles to organize the elements i.e. balance, repetition, variety, emphasis.
 5. Create works of art that effectively communicate subject matter, metaphor, symbols, or individually conceived content.
 6. Form opinions and appreciate differing points of view concerning art (aesthetics).
 7. Be able to critique works of art including description, analysis, interpretation, and judgment.
 8. Analyze impact of time, place, and culture on works of art, and recognize artwork and styles of a variety of artists (art history).
 9. Exhibit artwork and organize a portfolio that expresses a purpose i.e. mastery.
- a. Draw using contour lines
 - b. Use values to show light and dark and render form
 - c. Use value contrast to show emphasis.
 - d. Draw in one- and two-point perspective (space)
 - e. Use overlapping, detail, placement, value contrast, color, converging lines and size to show depth in a drawing
 - f. Mix and use hue, value, and intensity of colors
 - g. Know and apply basic color theory including monochromatic colors, complementary colors, analogous colors, triadic colors, split complements, double split complements, tetradic colors, neutral, as well as warm and cool colors
 - h. Know how to measure and draw objects using proportions.
 - i. Draw human face and figure using correct proportions.
 - j. Use dots, lines, and values to create implied texture.
3. Create works of art using art principles to organize the elements.
 4. Create works of art that effectively communicate subject matter, metaphor, symbols, or individually conceived content.
 5. Form opinions and appreciate differing points of view concerning art (aesthetics).
 6. Be able to critique works of art including own artwork and that of others.
 7. Analyze impact of time, place, and culture on works of art, and recognize artwork and styles of a variety of artists (art history).
 - a. Recognize art styles and artists throughout history.
 - b. Recognize and create works of art after 10 styles of modern art.
 8. Exhibit artwork and organize a portfolio that expresses a purpose i.e. mastery.

Art Foundations II

When students finish Art Foundations II they should be able to:

1. Understand and apply numerous art media, techniques, and processes.
2. List, use, and recognize the elements and principles of art

Media and Methods

When students finish this studio art class they should be able to:

1. Assemble and create works of art in a sketchbook and a portfolio.
2. Manipulate a wide variety of art media.
 - a. Printmaking

- b. Computer graphics with Photoshop
 - c. Watercolors
 - d. Ceramics
 - e. Non-traditional drawing materials
 - f. Sculpture/ Paper mache
 - g. Traditional drawing materials
 - h. Collage
 - i. Pen and ink
 - j. Other i.e. bookmaking
3. Organize images using elements and principles of art.
 4. Find and create meaning in art.
 5. Develop skills in understanding works of art (aesthetics, visual culture, art history)
 6. Use visual problem solving skills.

Photography

Camera Operation / Camera Parts

1. F Stops and Shutter Speeds
2. Menu Operations
3. Zoom/Telephoto
4. Camera Types
5. Memory Card Use

Darkroom Processes

1. Pinhole Photography
2. Black and White Printing / Enlarger Operation

Creative Controls

1. Compositional Devices
2. Action Photography
3. Special Effects
4. Depth of Field

Photography Analysis

1. Visual Critique

Design Essentials and Alternative Processes

2. Darkroom Design
3. Yearbook Layouts
4. Photograms
5. Photo Presentation

Computer Manipulation

1. Photoshop Essentials

Historical Perspectives in Photography

Beginning Band

1. Demonstrate correct performance fundamentals including: playing positions, care of instruments, and individual/ensemble rehearsal techniques.
2. Demonstrate an understanding and be able to identify basic level playing techniques

including: embouchure, tone quality, intonation, articulation, finger dexterity, and range.

-Articulation:

-Tongue

-Slurring

-Accent

-Range

-Concert Bb-Bb

-Intonation

-Identification of beats.

-Conceptually.

-Tone Quality (connected to intonation).

3. Demonstrate an understanding of beginning music theory and interpretation.

-Symbols/Definitions as defined in "Band Expressions" Book 1

-Rhythm

-Whole through 16th

-Dotted quarter

-4/4, 2/4, 3/4, 2/2

-Instrument Transposition

4. Perform major scales and arpeggios up to one octave up to 3 flats concert pitch (Bb, Eb, F, C) and 1/2 octave chromatic scale (Bb-G concert).

5. Develop beginning ensemble sight-reading and performance skills. The students should be able to sight read at least grade .5.

6. Perform band literature in a variety of styles appropriate to playing level (Grade I).

7. Develop multicultural, interdisciplinary and historical aspects of music.

Intermediate Band

1. Increase playing techniques to intermediate level including: embouchure, tone quality, intonation, articulation, finger dexterity, and range.

-Intonation

-Identify if you are out of tune.

-How to adjust instrument for Intonation.

-Articulation

-Slurred patterns (slur up to 4 with various staccato patterns on non-slurred notes).

-Staccato

-Finger Dexterity

-Range

-Full Bottom range Up to Concert F.

2. Demonstrate an understanding of intermediate music theory, and musical interpretation.

-Music Theory:

- Time signatures: 6/8 plus Beginning Band time signatures.
 - Key signatures: 8 key signatures (D-Db concert).
 - 16th note patterns: Varied patterns.
 - Triplets:
 - Musical interpretation
 - Dynamics
 - Tempo changes
 - Rit,
 - Accel.
 - A Tempo
3. Perform 8 major scales and arpeggios up to one octave (D-Db Concert).
 - Chromatic: One full Bb-Bb concert.
 4. Develop intermediate ensemble sight-reading (I) and performance skills.
 5. Perform band literature in a variety of styles appropriate to playing level (II).
 6. Develop multicultural, interdisciplinary, critical listening and historical aspects of music.

Advanced Band

1. Increase playing techniques to an advanced level including: embouchure, tone, quality, intonation, articulation, finger dexterity, and range.
 - Intonation:
 - Main intonation tendencies of specific instrument.
 - Use a tuner.
 - Articulation: Re-enforce Intermediate Articulations.
 - Range:
 - F concert to F concert 1 ½ octaves (concert Bb-F).
2. Demonstrate an understanding of advanced music theory, and musical interpretation.
 - Rhythm:
 - Syncopation
 - Theory
 - All 12 key signatures
 - More emphasis on Circle of 4ths (5ths).
 - Enharmonic notes/keys.
 - Musical Interpretation
 - Execute advanced phraseology
 - Tension and Release.
3. Perform 12 major scales and arpeggios up to one octave memorized.

- Chromatic Scales Concert (Bb-F)
 - Minor and 2 octaves will be addressed, but not necessarily assessed.
4. Develop advanced ensemble sight-reading and performance skills (1.5-2).
 5. Perform band literature in a variety of styles appropriate to playing level (2.5-3).
 6. Develop multicultural, interdisciplinary, critical listening and historical aspects of music.

Beginning Orchestra

After completing this class students will be able to...

1. Identify the parts of the instruments and parts of the bow.
2. Demonstrate proper playing position and bow hold.
3. Identify parts of the staff.
4. Read, notate and play all A, D, G, and C or E string notes.
5. Read, notate, and play quarter notes, eighth notes, whole notes, half notes, dotted quarter notes, and their corresponding rests.
6. Identify notes on a keyboard.
7. Identify and understand finger patterns.
8. Play and notate key signatures for CM, GM, and DM scales.

Intermediate Orchestra

After completing this class students will be able to...

1. Effectively demonstrate and understand all beginning techniques.
2. Read, notate, and play triplet and 16th notes.
3. Play in 6/8 time.
4. Demonstrate extensions on cellos.
5. Tune their own instruments.
6. Demonstrate slurs, hooks, and staccatos.
7. Play and notate key signatures for AM, B flat Major, E flat Major, d minor, and g minor scales.
8. Perform a solo or ensemble work for the class.

Advanced Orchestra

After completing this class students will be able to...

1. Effectively demonstrate and understand all beginning and intermediate techniques.
2. Demonstrate spiccato bowings.
3. Tune their instruments with only an A given.
4. Play two octave scales.

5. Perform a solo or ensemble work for the class.
6. Demonstrate knowledge of shifting.
7. Demonstrate a knowledge of vibrato.

Drama 1

Stage Presence and Professionalism

1. Students will learn to recognize and deal with the symptoms of stage fright.
2. Students will learn exercises, techniques, and tips to appear composed and calm on stage.
3. Students will know the do's and don'ts of professional behavior/appearance on stage.

Audience Etiquette

1. Students will learn the expectations of a good audience.
2. Students will practice proper etiquette as focused, attentive audience members.

Movement

1. Students will learn to use uninhibited and natural movement while performing.
2. Students will learn the 4 elements of physical movement (energy, locomotion, balance, relaxation) and incorporate them into all performances.
3. Students will learn to be aware of their bodies and move comfortably on stage.
4. Students will learn to communicate emotions and character through their body movement.

Voice

1. Students will learn to project.
2. Students will learn to use proper diction and be understood on stage.
3. Students will learn to express themselves through the elements of voice (intensity, pitch, rate, volume, rhythm, emphasis, tone, etc.)

Emotion/Character

1. Students will learn to use memory and imagination to express sights, sounds, feelings and moods on stage.
2. Students will learn to use body language, voices, and movement to communicate a certain character or personality.
3. Students will learn to identify a character's objective.

Plot Structure/Scene Creation

1. Students will learn to use the plot structure when planning and acting out stories.
2. Students will learn to create and use characters, and develop their dialogue.

Ensemble Work

1. Students will learn to use rehearsal warm-ups, basic stage directions, blocking and staging abilities, and active listening skills.
2. Students will enhance their thinking and communication skills, and improve their abilities to collaborate with others.
3. Students will learn to receive constructive criticism, and to evaluate themselves by setting personal goals, reflecting on their performances and progress, and reviewing past assignments.

Drama 2

Improvisational Techniques

1. Students will learn and use basic improvisational techniques in improv games.
2. Students will learn the benefits of having and using improvisational skills during memorized and rehearsed performances.

Movement

1. Students will learn the benefits of both natural and exaggerated movement.
2. Students will learn to use the 4 elements of physical movement (energy, locomotion, balance, relaxation)
3. Students will use movement to define the who, what, when, where, and why of a scene.
4. Students will learn to use body language to communicate details to an audience.
5. Students will learn to use basic pantomiming skills to communicate emotions, characters, and settings to an audience.

Voice

1. Students will learn the different parts of the vocal tract and how they aid in vocal production.
2. Students will learn the importance of vocal inventions and be able to use intensity, pitch, rate, volume, rhythm, emphasis, tone, etc. to communicate.
3. Students will learn to use their voice to create and express characters, emotions, and situations.

Characterization

1. Students will learn to research a character's background and create missing information to develop a solid character.
2. Students will learn to use their bodies and voices to create a physicality, as well as mannerisms, voices and behaviors appropriate

- to their characters.
3. Students will learn to use inner dialogue to support the ‘who, what, when, where, and why of their character.

Invisible Other

1. Students will learn how to create and focus on an invisible person while performing a monologue, in order to make it look believable.

Objectives and Tactics.

1. Students will learn to identify the desires of their characters (objectives), and to then find appropriate tactics to use in order to get what they want.
2. Students will learn to explain a character’s conflict (what prevents a character from getting what he wants) and the action in the scene (how they go about trying to get what they want).

Environment/Senses

1. Students will use memory and imagination to experience and communicate smells, tastes, textures, sights, sounds, feelings, and moods on stage.

Script Selection

1. Students will learn how to evaluate and select an appropriate script for a performance or audition.

Ensemble/Rehearsal Techniques

1. Students will create dialogue and characters and be able to express the personality traits of their characters.
2. Students will plan and act out situations, environments, and characters, following the basic plot structure.
3. Students will demonstrate rehearsal warm-ups, basic staging (stage directions, focus, levels), and active listening skills.
4. Students will demonstrate cooperation skills, acceptance of new ideas, and the support of other performers on and off stage.

Constructing Meaning through self-assessments, play attendance, and peer evaluations.

1. Students will be able to explain the use of visual, aural, oral, and kinetic elements to express ideas and emotions in theatre and other art forms; e.g., dance, film, music, electronic media.
2. Students will be able to analyze and critique

personal preferences acquired through experiencing theatre as both a participant and an observer.

Men’s Choir and Women’s Choir

1. Identify note names, note values, and parts of the staff quickly and accurately by using available resources and drills if needed.
2. Count basic rhythms including whole notes, half notes, quarter notes, and eighth notes.
3. Sing solfege with hand signs comfortably alone with a group.
4. Comfortably and accurately perform sight-singing exercises with a small group.
5. Begin developing good vocal habits (tall posture, fat breathing, long vowels, explosive diction, open ring, and expressive faces).
6. Participate in class, rehearsals, and performances with other students and the teacher with a positive attitude.

Advanced Women’s Ensemble: AWE

1. Identify note names, note values, and parts of the staff quickly and without resources.
2. Count moderately difficult rhythms accurately.
3. Sing solfege with hand signs fluently alone and with a group.
4. Comfortably and accurately perform sight-singing exercises alone and in groups.
5. Demonstrate good vocal habits (tall posture, fat breathing, long vowels, explosive diction, open ring, and expressive faces).
6. Participate in class, rehearsals, and performances with other students and the teacher with a positive attitude.

World Languages

Chinese I

In order to be able to read Chinese Characters a Pin-Yin Romanization must be learned first. The Students will be able to:

1. Read Pin-Yin.
2. One hundred Chinese Characters will be learned and used.
3. Basic communication expressions will be learned for the following topics:
 - a. Greetings
 - b. Family

- c. Dates and Times
- d. Hobbies
- e. Visiting Friends
- 4. The student will also learn:
 - a. Colors, numbers, directions
- 5. The students will learn about the culture, history, landmarks, government of China and Taiwan.

Chinese II

1. Two to three hundred Chinese Characters will be learned.
2. Read basic sentences in Chinese
3. Basic communication expressions will be learned for the following topics:
 4. Making Appointments
 5. Studying Chinese
 6. School life
 7. Shopping
 8. Talking about the Weather
 9. Transportation
10. More complex speaking, listening and reading skills will be developed
11. Continuation and more in-depth study of culture, history and government of China and Taiwan.

French 1

1. Students will know the 2 most common verbs (etre and avoir) used in French, how to conjugate them and how to use them in asking and answering simple questions.
2. Students will be able to ask and answer questions about names, ages, looks, personality, family, free time, likes, dislikes, school, food, house and where to buy things.
3. Students will be able to ask and answer basic survival questions useful in many French-speaking contexts.
4. Students will be able to compare and contrast the differences between French-speaking cultures and American cultures.

French 2

1. Students will be able to talk about things that have happened in the past
2. Students will be able to ask and answer questions about themselves and others, their likes and dislikes and what he/she and others

do in their free time.

3. Students will be able to comprehend simple texts and write paragraphs on familiar topics.
4. Students will continue to be able to compare and contrast the differences between French-speaking cultures and American cultures while developing skills to help them appreciate and interact with other cultures.

German 1

1. Students will know the 2 most common verbs (sein and haben) used in German, how to conjugate them and how to use them in asking and answering simple questions.
2. Students will be able to ask and answer questions about names, ages, looks, personality, family, free time, likes, dislikes, school, food, house and where to buy things.
3. Students will be able to ask and answer basic survival questions useful in many German-speaking contexts.
4. Students will be able to compare and contrast the differences between German-speaking cultures and American cultures.

German 2

1. Students will be able to talk about things that have happened in the past
2. Students will be able to ask and answer questions about themselves and others, their likes and dislikes and what he/she and others do in their free time.
3. Students will be able to comprehend simple texts and write paragraphs on familiar topics.
4. Students will continue to be able to compare and contrast the differences between German-speaking cultures and American cultures while developing skills to help them appreciate and interact with other cultures.

Spanish 1

1. Students will know many verbs including the 4 most common (ser, estar, ir, and tener) we use in Spanish, how to conjugate them in the present tense, and how to use these in asking and answering simple questions.
2. Students will be able to ask and answer questions about names, ages, looks, personality, family, free time, likes, dislikes,

- and school.
3. Students will be able to communicate using each of the 4 functions. Reading, writing, speaking, and listening.
 4. Students will be able to compare and contrast the differences between Spanish-speaking cultures and American cultures.

Spanish 2

1. Students will be able to converse in all forms of the present, past, and simple future.
2. Students will be able to ask and answer questions about themselves and others about what they have to do and what they do in their free time.
3. Students will be able to comprehend simple texts and write small paragraphs on familiar topics.
4. Students will be able to ask and answer basic survival questions useful in many Spanish-speaking contexts.
5. Students will continue to compare and contrast cultures and develop skills to help appreciate and interact with other cultures.

Spanish 3

1. Student's communication will progress from basic question and answer to more complex forms of communication, through a variety of individual, partner, and group presentations.
2. Students will be able to present short academic oral presentations.
3. Students will read short literary and journalistic selections by Hispanic writers and give their opinion orally and written about the selection.
4. Students will learn to conjugate and learn when to use the subjunctive, imperative, and present perfect.
5. Students will continue to compare and contrast the differences between Spanish-speaking cultures and American cultures.

Physical Education

Physical Education

1. Standard 1: Students will understand why we need to develop a variety of motor skills and movement patterns needed to perform physical

activities.

2. Standard 2: Students will understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Standard 3: Student will understand the importance of participating regularly in physical activity.
4. Standard 4: Students will understand the importance of self-assessment and how to use this information in order to achieve and maintain a health-enhancing level of physical fitness.
5. Standard 5: Students will understand the importance of personal and social behavior that respects self and others in physical activity settings.
6. Standard 6: Students will understand why physical activity is important for health, enjoyment, challenge, self-expression, and/or social interaction.
7. Guaranteed and Viable Curriculum: A curriculum that 1) gives students access to the same essential learning regardless of who is teaching the class and 2) can be taught in the time allotted.
8. Power Standard: The knowledge, skills, and dispositions that have endurance, leverage, and are essential in preparing students for readiness at the next level: the most essential learning or outcomes.

9th Grade Core of the Core

Language Arts/ English

Reading

1. Students will use before, during, and after reading strategies, to better derive meaning from literary and informational text. This will also include improved understanding and use of root words and commonly confused words.
2. Students will critically respond to books, movies, etc., using proper organization, format, and examples to support stated opinions.

Writing

1. Students will use persuasive techniques, such as using examples and refuting arguments, both in writing and speaking.

Inquiry

1. Students will Improve understanding of the inquiry process and apply it effectively by presenting in written, oral, and/or physical project forms.

READ180 Reading Skills

1. Students will work to improve vocabulary, spelling, and word recognition skills.
2. Students will work to improve reading fluency.
3. Students will work to improve the following reading comprehension skills: making predictions, visualizing, asking questions, making connections, and summarizing.
4. Students will work to improve reading test-taking skills.

Popular Literature

1. Students will read and study characteristics of the following popular genres: science fiction, fantasy, mystery, modern, western and young adult literature.
2. Students will learn to write critically in response to literature.
3. Students will experiment with writing in the genres that are studied.

Creative Writing

1. Students will study the elements of writing

involved in fiction including: genre, setting, character, mood, hook, conflict, climax, suspense, resolution.

2. Students will learn to enhance word choice, and create realistic narration and dialogue.
3. Students will produce writing including all aspects of fiction.
4. Students will learn to edit and revise.

Creative Writing II

1. Students will continue to practice and enhance their knowledge on the elements of writing involved in fiction including: genre, setting, character, mood, hook, conflict, climax, suspense, resolution.
2. Students will continue to enhance word choice, and create realistic narration and dialogue.
3. Students will learn to formulate loose ideas into concrete, individual stories.
4. Students will continue to edit and revise in order to produce a portfolio showcasing a variety of polished writing.

Media Center

Students will be able to:

1. Use and enjoy books to stimulate their imaginations and the thinking process.
2. Define their needs and tasks and choose books/resources related to these.
3. Search on the computer (Alexandria or internet) for specific information.
4. Find books for recreational reading.
5. Find books or online resources for informational reading.
6. Gather and evaluate information from different kinds of sources.
7. Present information in a variety of ways.
8. Evaluate and think critically about their finished task.

Humanities

1. Students will use principles learned in Humanities to better understand their world and the people in it.
2. Students will critically respond to art,

- literature, movies, information, and life experiences, using proper organization, format, and examples to support stated opinions.
3. Students will examine and find appreciation for a wider range of aesthetic experiences in life.

Debate 1

Students will

1. Use expression, pauses, and proper pacing while speaking.
2. Organize a speech in an audience friendly manner.
3. Research and debate current issues in society.
4. Present an organized speech with little or no preparation time.

Debate 2

Students will

1. Avoid logical fallacies when debating.
2. Research and debate both sides of a current issue.
3. Cross-exam an opponent and use information gained in rebuttal.
4. Flow a debate in order to score it.

Yearbook/Newspaper

Students will

1. Take quality photos of school events.
2. Interview others using open ended questions.
3. Create layouts following design principals.
4. Write articles following the inverted pyramid format.

Science

Biology

1. Students will summarize how energy flows through an ecosystem
2. Students will explain relationships between matter cycles and organisms.
3. Students will describe how interactions among organisms and their environment help shape ecosystems.
4. Students will describe the fundamental chemistry of living cells.
5. Students will describe the flow of energy and matter in cellular function.
6. Students will investigate the structure and function of cells and cell parts.

7. Students will describe the structure and function of organs.
8. Students will describe the relationship between structure and function of organ systems in plants and animals.
9. Students will compare sexual and asexual reproduction.
10. Students will predict and interpret patterns of inheritance in sexually reproducing organisms.
11. Students will explain how the structure and replication of DNA are essential to heredity and protein synthesis.
12. Students will relate principles of evolution to biological diversity.
13. Students will cite evidence for changes in populations over time and use concepts of evolution to explain these changes.
14. Students will classify organisms into a hierarchy of groups based on similarities that reflect their evolutionary relationships.

Earth Systems

Students will understand the scientific evidence that supports theories that explain how the universe and solar system developed.

1. Describe the big bang theory and evidence supporting it.
2. Relate the structure and composition of the solar system to the processes that exist in the universe.

Students will understand that the features of Earth's evolving environment affect living systems, and that life on Earth is unique in the solar system.

1. Describe the unique physical features of Earth's environment that make life on Earth possible.
2. Analyze how ecosystems differ from each other due to abiotic and biotic factors.
3. Examine Earth's diversity of life as it changes over time.

Students will understand that gravity, density, and convection move Earth's plates and this movement causes the plates to impact other Earth systems.

1. Explain the evidence that supports the theory of plate tectonics.
2. Describe the processes within Earth that result in plate motion and relate it to changes in other Earth systems.

Students will understand that water cycles through and between reservoirs in the hydrosphere and af-

facts the other spheres of the Earth system.

1. Explain the water cycle in terms of its reservoirs, the movement between reservoirs, and the energy to move water.
2. Evaluate the importance of freshwater to the biosphere.
3. Analyze the physical and biological dynamics of the oceans.

Students will understand that Earth's atmosphere interacts with and is altered by the lithosphere, hydrosphere, and biosphere.

1. Describe how matter in the atmosphere cycles through other Earth systems.
2. Trace ways in which the atmosphere has been altered by living systems and has itself strongly affected living systems over the course of Earth's history.

Students will understand the source and distribution of energy on Earth and its effects on Earth systems.

1. Describe the transformation of solar energy into heat and chemical energy on Earth and eventually the radiation of energy to space.
2. Relate energy sources and transformation to the effects on Earth systems.

World Geography

1. Students will learn and use the tools of Geography including: reading and creating maps, the 5 Themes of Geography, research skills, etc.
2. Students will learn how physical geography such as climate, vegetation, landforms and resources impact human activity.
3. Students will identify basic physical and political locations while learning about different cultural regions.
4. Students will identify the world's major regions and learn the similarities and differences within and between regions.
5. Students will learn about the many cultures of the world and understand the way people live including population, migration, government systems, religions and history.

World Civilizations

1. Students will identify the development and contributions of civilizations.

2. Students will investigate the diffusion and interaction of cultures throughout the ages.
3. Students will understand the connections between people in the world today.
4. Students will compare and contrast the world's major religions.

Advanced Placement Human Geography

Advanced Placement Human Geography is equivalent to an introductory college level geography course and follows a national curriculum outline developed by college professors. Upon successful completion of the course students should be able to:

1. Use and think about maps and spatial data.
2. Understand and interpret the implications of associations among phenomena in places.
3. Recognize and interpret at different scales the relationships among patterns and processes.
4. Define regions and evaluate the regionalization process.
5. Characterize and analyze changing interconnections among places.

Math

Algebra I A

Students will be able to...

Expand number sense

1. Represent real numbers as points on the number line and distinguish rational numbers from irrational numbers.
2. Perform operations and solve problems using rational and irrational numbers.
3. Evaluate and simplify expressions containing rational and irrational numbers using the order of operations.
4. Solve problems involving percentages and unit rates using proportions.
5. Use the Pythagorean Theorem.

Slope and Rate of Change

1. Identify the slope of a line when given points on a graph.
2. Write an algebraic expression to represent a pattern, table, relation or data set.
3. Determine whether a function is linear or non-linear given a table, graph or equation.
4. Understand slope is represented as rate of change in real-world situation.

Language of Math

1. Develop fluency with the language, symbols and operations of math.
2. Simplify and evaluate monomials expressions and formulas including the quotient of monomials.

Linear equations and inequalities

1. Solve linear equations and inequalities algebraically and graphically.
2. Solve equations for a specified variable.
3. Solve proportions.
4. Identify the x- and y intercepts.
5. Graph linear relations and inequalities by plotting points or by finding the x- and y-intercepts.

Algebra I

Students will be able to...

Solve

1. Assign variables and write equations to model real life situations.
2. Solve multi-step equations and inequalities and quadratic equations using a variety of methods.
3. Manipulate literal equations in order to solve for a specific unknown.
4. Solve a system of linear equations and inequalities.
5. Solve problems using proportions.
6. Multiply and factor polynomials.

Linear Equations

1. Calculate slope from graphs, tables, ordered pairs, and verbal models.
2. Understand slope as a rate of change.
3. Graph linear equations using a variety of methods.

Statistics

1. Interpret data, tables, and graphs and apply the information to real life situations.
2. Determine probability of events.

Operations with Real Numbers

1. Perform operations with rational and irrational numbers.

Geometry

Triangles

1. Solve triangles using a variety of methods.
 - a. Pythagorean Theorem
 - b. Trigonometric ratios for right triangles
 - c. Special ratios
2. Compare triangles and determine if they are

congruent or similar.

Quadrilaterals

1. Identify and discern the differences between quadrilaterals.
2. Identify and write equations for parallel and perpendicular lines.
3. Identify and draw a variety of angles (straight, obtuse, acute etc.).
4. Understand and apply what “area” and “perimeter” means.

Circles and Other Shapes

1. Identify angle and side relationships between different polygons.
2. Write equations of circles and graph circles.
3. Understand relationships between central and inscribed angles and the special segments that create them.
4. Find the area, circumference, and arc lengths of circles.

Algebra II

Students will be able to...

Solve

1. Graph a variety of functions using both a graphing calculator and pencil and paper. Recognize how different numbers in an equation will transform the graph.
2. Solve a system of equations or inequalities using a variety of methods.
3. Solve quadratic functions using a variety of methods. When there are no real number solutions, express the solutions using complex numbers.

Exponential Functions

1. Simplify radicals and understand how fraction exponents are used to represent radicals.
2. Define and graph logarithmic and exponential functions, and use them to solve problems.

Special Functions

1. Understand domain and range. Find the domain and range of different types of functions.
2. Perform basic operations with functions, including the composition of functions.

Trigonometry

1. Calculate the exact values of the sine, cosine, and tangent functions for the special angles of the unit circle.

Data

1. Understand basic concepts of probability and statistics.

2. Use a graphing calculator to graph functions (being able to adjust the window when needed), to find a line of best fit, and to evaluate statistics.

Career and Technical Education

Clothing 1

Students will know or be able to do the following important things which are essential for a successful clothing / sewing experience.

1. Identify the names and functions of the basic, most often used parts of the computerized sewing machine plus we will learn how to use some additional features.
2. Demonstrate the proper threading of the sewing machine on the top and the bottom as well as how to wind the bobbin correctly.
3. Perform basic machine maintenance such as cleaning, oiling, changing broken or burred needles.
4. Operate machines using safety precautions and procedures.
5. Resolve simple sewing machine malfunctions or sewing problems such as thread jams, bent or broken needles, incorrect stitches, snagged fabric, basic tension problems, etc.
6. Identify and safely use basic small sewing equipment pieces such as a seam ripper, seam gauge, tape measure, dressmaker pins, rotary cutter and mat, transparent ruler, bent-handled dressmaker shears/scissors, pinking shears, hand sewing needles, thimbles, etc.
7. Press / iron using proper pressing equipment such as pressing cloth, seam roll, tailor's ham, or sleeve board while demonstrating correct pressing methods.
8. Use as needed construction techniques such as reinforce stitching, seam finishes, stitching in the ditch, top stitching, interfacing, etc.
9. Associate pattern symbols with appropriate sewing terminology and definitions by accurately following directions on the pattern.
10. Choose examples of natural or synthetic fibers

and be able to correctly launder clothing in the proper method.

11. Sew on a button by hand and by machine as well as make a buttonhole by machine.
12. Take body measurements in order to choose proper pattern size; Make simple length adjustments to insure a proper length upon completion of the project.
13. Be a wise consumer when selecting fabric and notions according to instructions either for a woven or knitted project as well as selecting the proper thread for each project.
14. Choose correct layout directions, properly pin on and cut out a pattern from fabric after identifying the lengthwise and crosswise grain and correcting grain line to a 90° angle.
15. Safely operate the serger and the embroidery machine.
16. Identify and follow important instructions on pattern envelopes and guide sheets in order to complete the following projects: carry bag and/or sport bag, quillow (pillow and lap quilt), and a hooded jacket or project of choice, plus a couple of smaller projects, such as fleece balls, bean bag frogs, I Spy bean bags, etc.

Computer Technology

1. Demonstrate correct keyboarding techniques.
2. Know the history and the development of computer technology and different types of computers.
3. Identify major components of computer system and their functions.
4. Understand and demonstrate computer ethics: copyright, posting and citing Internet information sources, and Acceptable Use Policy.
5. Practice online safety including downloading program, identify viruses and destructive programs
6. Demonstrate basic operating system functions and File management.
7. Able to create a variety of business style documents: business letters; book report, and memo; using word processing program
8. Able to apply different word processing functions to documents.
9. Able to create spreadsheets file and manipulate the data using spreadsheet functions: copy, move, format, save, sort data, calculate with

- formula, and more
10. Able to access on-line information resources and able to analyze and evaluate the authenticity of the results.
 11. Able to design, format, edit and produce a slide show presentation.
 12. Successfully use of electronic mail and its etiquettes.
 13. Demonstrate the knowledge and skills of this subject by completing a cross curricular project during the semester.

Foods and Nutrition I

1. Recognize cooking utensils and describe their uses.
2. Describe and demonstrate basic cooking techniques
3. Identify basic kitchen safety procedures and use them.
4. Differentiate and demonstrate correct measuring techniques for dry, liquid and solid ingredients.
5. Relate food preparation, food storage and sanitary dishwashing techniques to food safety.
6. Identify the basic principles of cooking in a microwave
7. Describe the food groups in My Pyramid, give recommended servings for each.
8. Identify and explain the dietary Guidelines for Americans
9. Identify the six nutrients, their sources and their functions.
10. Identify the function of the major ingredients in baking.
11. Follow a recipe and make a quality food product.
12. Compete in the Oak Canyon Junior High Iron Chef competition.
13. Take the State Food and Nutrition Test.

Exploring Tech 1 or Woods 1

Exploring Technology is comprehensive action-based educational course that introduce students to the technological systems of four of the following technology areas: energy-power technologies, information and communications technologies, transportation technologies, manufacturing technologies, and construction technologies.

1. Through activity-based education students will learn and use safe practices, learn basic design skills, and be introduced to related careers
2. Through activity-based education students will explore energy and power technologies in our world.
3. Through activity-based education students will explore information and communication technologies in our world.
4. Through activity-based education students will explore transportation technologies in our world.
5. Through activity-based education students will explore manufacturing technologies in our world.
6. Through activity-based education students will explore construction technologies in our world.
7. Through activity-based education students will explore how math and science are used in Engineering and Engineering technologies in our world.

Technology II or Woods II

A hands-on course that introduces students to manufacturing technology by changing raw materials into finish products by using current manufacturing technologies including automated systems.

1. Students will investigate career opportunities in the manufacturing industry, will explore the impact of manufacturing technology on our society, and will be able to identify a variety of manufacturing technologies, and will learn and use safety practices.
2. Students will change raw materials into finished products.
3. Students will obtain basic skills in use of manufacturing equipment and tools.
4. Students will understand the manufacturing design process.
5. Students will be introduced to free enterprise as it relates to manufacturing.

Manufacturing Technology

Students will investigate career opportunities in the manufacturing industry, will explore the impact of manufacturing technology on our society, and will be able to identify a variety of manufacturing technologies, and will learn and use safety practices.

1. Students will identify occupations related to

- the manufacturing industry.
2. Students will state the differences between past and present methods of manufacturing.
 3. Students will identify a variety of systems, methods, and materials used for building manufacturing technology.
 4. Students will learn and use safe work habits and techniques.
 5. Students will change raw materials into finished products.
 6. Students will obtain basic skills in use of manufacturing equipment and tools.
 7. Students will learn and use Safety rules and practices.
 8. Students will demonstrate proper techniques for use in operation of basic equipment
 9. Students will demonstrate the use of automated systems.
 10. Students will understand the manufacturing design process.
 11. Students will be introduced to free enterprise as it relates to manufacturing.

Keyboarding I

In keyboarding we recognize that students have had lots of experience with computers and keyboarding, but also that they have developed many habits that will decrease their ability to type quickly. This class is designed to help students break those habits and acquire the skills necessary to type faster than they ever had before.

Our major goals are:

1. Technique. Use correct techniques that will help the student improve speed and accuracy.
 - a. Touch typing (typing without looking at your fingers)
 - b. Sit up straight
 - c. Straight wrists
 - d. Feet placed correctly for balance
2. Develop speed and accuracy.
 - a. 1st quarter goal – 35 wpm with 4 or fewer errors per minute
 - b. 2nd quarter goal – 45 wpm with 4 or fewer errors per minute
3. Learn basic word processing skills
4. Learn the 10-key number pad
5. Learn 4th row numbers and selected symbols

Teen Living

1. Students will discuss and participate in activities to help them deal with teen-age transitions. This includes:
 - a. Understanding the developmental stages of teenagers.
 - b. Analyze the various emotions associated with the developmental stages.
 - c. Quality communication skills
2. Students will discuss the importance of families and the role the students play in their families. This includes
 - a. The student's affect on his/her family
 - b. Relationships with parents
 - c. Relationships with siblings
 - d. Relationships with seniors (grandparents)
3. Students will discuss the dynamics of peers and friends
4. Students will discuss adolescent attractions to the opposite sex. This will include:
 - a. Dating
 - b. Appropriate behavior relating to physical intimacy
 - c. Why teenagers are not ready for parenthood
5. Students will identify and prepare for challenging times they may face.

Fine Arts & Performing Arts

Art Foundations I

When students finish Art Foundations I they should be able to:

1. Evaluate the impact of art on life and recognize the importance of creative/divergent thinking as a life skill.
2. Explore numerous art media, techniques, and processes.
3. List, use, and recognize the elements of art (line, shape, color, texture, value, form, space)
 - a. Draw using contour lines.
 - b. Use values to show light and dark.
 - c. Draw in one- and two-point perspective (space).
 - d. Use overlapping, detail, and size to

- e. show depth in a drawing (space). Name colors on a color wheel, and accurately mix all colors on the color wheel from primary colors.
 - f. Know basic color theory including monochromatic colors, complementary colors, analogous colors, triadic colors, and warm and cool colors.
 - g. Know how to measure and see objects using proportions.
 - h. Create a sculpture using effective 3-dimensional form.
 - i. Use dots, lines, and values to create implied texture.
4. Create works of art using art principles to organize the elements i.e. balance, repetition, variety, emphasis.
 5. Create works of art that effectively communicate subject matter, metaphor, symbols, or individually conceived content.
 6. Form opinions and appreciate differing points of view concerning art (aesthetics).
 7. Be able to critique works of art including description, analysis, interpretation, and judgment.
 8. Analyze impact of time, place, and culture on works of art, and recognize artwork and styles of a variety of artists (art history).
 9. Exhibit artwork and organize a portfolio that expresses a purpose i.e. mastery.
- h. including monochromatic colors, complementary colors, analogous colors, triadic colors, split complements, double split compliments, tetradic colors, neutral, as well as warm and cool colors
 - h. Know how to measure and draw objects using proportions.
 - i. Draw human face and figure using correct proportions.
 - j. Use dots, lines, and values to create implied texture.
3. Create works of art using art principles to organize the elements.
 4. Create works of art that effectively communicate subject matter, metaphor, symbols, or individually conceived content.
 5. Form opinions and appreciate differing points of view concerning art (aesthetics).
 6. Be able to critique works of art including own artwork and that of others.
 7. Analyze impact of time, place, and culture on works of art, and recognize artwork and styles of a variety of artists (art history).
 - a. Recognize art styles and artists throughout history.
 - b. Recognize and create works of art after 10 styles of modern art.
 8. Exhibit artwork and organize a portfolio that expresses a purpose i.e. mastery

Art Foundations II

When students finish Art Foundations II they should be able to:

1. Understand and apply numerous art media, techniques, and processes.
2. List, use, and recognize the elements and principles of art.
 - a. Draw using contour lines.
 - b. Use values to show light and dark and render form.
 - c. Use value contrast to show emphasis.
 - d. Draw in one- and two-point perspective (space).
 - e. Use overlapping, detail, placement, value contrast, color, converging lines and size to show depth in a drawing.
 - f. Mix and use hue, value, and intensity of colors
 - g. Know and apply basic color theory in

Young Masters Art

Students in this class will begin work on an advanced art portfolio. This course stresses fundamentals of drawing using a variety of drawing media. Painting stresses fundamentals in painting and color theory.

1. Students will develop skills needed to express ideas with a variety of drawing media and painting techniques including the design, development and creation of original artworks. (ART PRODUCTION).
2. Students will find meaning in art by analyzing, criticizing, and evaluating diverse works of art (ART CRITICISM).
3. Students will acquire an awareness and sensitivity to a wide range of visual images (AESTHETICS) as well as recognize the works of specific artists and the periods/styles/cultures they represent (ART HISTORY/ VISUAL CULTURE).

4. Students will complete and evaluate a portfolio of their artwork, display their artwork, create an original sketchbook to record ideas, thoughts, notes, and art concepts.

Media and Methods

When students finish this studio art class they should be able to:

1. Assemble and create works of art in a sketchbook and a portfolio
2. Manipulate a wide variety of art media
 - a. Printmaking
 - b. Computer graphics with Photoshop
 - c. Watercolors
 - d. Ceramics
 - e. Non-traditional drawing materials
 - f. Sculpture/ Paper mache
 - g. Traditional drawing materials
 - h. Collage
 - i. Pen and ink
 - j. Other i.e. bookmaking
3. Organize images using elements and principles of art.
4. Find and create meaning in art.
5. Develop skills in understanding works of art (aesthetics, visual culture, art history)
6. Use visual problem solving skills

Photography

Camera Operation / Camera Parts

1. F Stops and Shutter Speeds
2. Menu Operations
3. Zoom/Telephoto
4. Camera Types
5. Memory Card Use

Darkroom Processes

1. Pinhole Photography
2. Black and White Printing / Enlarger Operation

Creative Controls

1. Compositional Devices
2. Action Photography
3. Special Effects
4. Depth of Field

Photography Analysis

1. Visual Critique

Design Essentials and Alternative Processes

1. Darkroom Design

2. Yearbook Layouts

3. Photograms

4. Photo Presentation

Computer Manipulation

1. Photoshop Essentials

Historical Perspectives in Photography

Beginning Band

1. Demonstrate correct performance fundamentals including; playing positions, care of instruments, and individual/ensemble rehearsal techniques.

2. Demonstrate an understanding and be able to identify basic level playing techniques including: embouchure, tone quality, intonation, articulation, finger dexterity, and range.

- Articulation:

-Tongue

-Slurring

-Accent

-Range

-Concert Bb-Bb

-Intonation

-Identification of beats

-Conceptually

-Tone Quality (connected to intonation).

3. Demonstrate an understanding of beginning music theory and interpretation.

-Symbols/Definitions as defined in "Band Expressions" Book 1

-Rhythm

-Whole through 16th

-Dotted quarter

-4/4, 2/4, 3/4, 2/2

-Instrument Transposition

4. Perform major scales and arpeggios up to one octave up to 3 flats concert pitch (Bb, Eb, F, C) and 1/2 octave chromatic scale (Bb-G concert).

5. Develop beginning ensemble sight-reading and performance skills. The students should be able to sight read at least grade.

6. Perform band literature in a variety of styles appropriate to playing level (Grade I).

7. Develop multicultural, interdisciplinary and historical aspects of music.

Intermediate Band

1. Increase playing techniques to intermediate level including: embouchure, tone quality, intonation, articulation, finger dexterity, and range.
 - Intonation
 - Identify if you are out of tune.
 - How to adjust instrument for Intonation.
 - Articulation
 - Slurred patterns (slur up to 4 with various staccato patterns on non-slurred notes).
 - Staccato
 - Finger Dexterity
 - Range
 - Full Bottom range Up to Concert F.
2. Demonstrate an understanding of intermediate music theory, and musical interpretation.
 - Music Theory:
 - Time signatures: 6/8 plus Beginning Band time signatures.
 - Key signatures: 8 key signatures (D-Db concert).
 - 16th note patterns: Varied patterns.
 - Triplets:
 - Musical interpretation
 - Dynamics
 - Tempo changes
 - Rit
 - Accel
 - A Tempo
3. Perform 8 major scales and arpeggios up to one octave (D-Db Concert).
 - Chromatic: One full Bb-Bb concert.
4. Develop intermediate ensemble sight-reading (I) and performance skills.
5. Perform band literature in a variety of styles appropriate to playing level (II).
6. Develop multicultural, interdisciplinary, critical listening and historical aspects of music.

Advanced Band

1. Increase playing techniques to an advanced level including: embouchure, tone quality, intonation, articulation, finger dexterity, and range.
 - Intonation:

- Main intonation tendencies of specific instrument.
 - Use a tuner.
 - Articulation: Re-enforce Intermediate Articulations.
 - Range:
 - F concert to F concert 1 ½ octaves (concert Bb-F).
3. Demonstrate an understanding of advanced music theory, and musical interpretation.
 - Rhythm:
 - Syncopation
 - Theory
 - All 12 key signatures
 - More emphasis on Circle of 4ths (5ths).
 - Enharmonic notes/keys.
 - Musical Interpretation
 - Execute advanced phraseology
 - Tension and Release.
 4. Perform 12 major scales and arpeggios up to one octave memorized.
 - Chromatic Scales Concert (Bb-F)
 - Minor and 2 octaves will be addressed, but not necessarily assessed.
 5. Develop advanced ensemble sight-reading and performance skills (1.5-2).
 6. Perform band literature in a variety of styles appropriate to playing level (2.5-3).
 7. Develop multicultural, interdisciplinary, critical listening and historical aspects of music.

Beginning Orchestra

After completing this class students will be able to...

1. Identify the parts of the instruments and parts of the bow.
2. Demonstrate proper playing position and bow hold.
3. Identify parts of the staff.
4. Read, notate and play all A, D, G, and C or E string notes.
5. Read, notate, and play quarter notes, eighth notes, whole notes, half notes, dotted quarter notes, and their corresponding rests.
6. Identify notes on a keyboard
7. Identify and understand finger patterns.
8. Play and notate key signatures for CM, GM, and DM scales.

Intermediate Orchestra

After completing this class students will be able to...

1. Effectively demonstrate and understand all beginning techniques.
2. Read, notate, and play triplet and 16th notes.
3. Play in 6/8 time.
4. Demonstrate extensions on cellos.
5. Tune their own instruments.
6. Demonstrate slurs, hooks, and staccatos.
7. Play and notate key signatures for AM, B flat Major, E flat Major, d minor, and g minor scales.
8. Perform a solo or ensemble work for the class.

Advanced Orchestra

After completing this class students will be able to...

1. Effectively demonstrate and understand all beginning and intermediate techniques.
2. Demonstrate spiccato bowings.
3. Tune their instruments with only an A given.
4. Play two octave scales.
5. Perform a solo or ensemble work for the class.
6. Demonstrate knowledge of shifting.
7. demonstrate a knowledge of vibrato.

Drama 1

Stage Presence and Professionalism

1. Students will learn to recognize and deal with the symptoms of stage fright.
2. Students will learn exercises, techniques, and tips to appear composed and calm on stage.
3. Students will know the do's and don'ts of professional behavior/appearance on stage.

Audience Etiquette

1. Students will learn the expectations of a good audience.
2. Students will practice proper etiquette as focused, attentive audience members.

Movement

1. Students will learn to use uninhibited and natural movement while performing.
2. Students will learn the 4 elements of physical movement (energy, locomotion, balance, relaxation) and incorporate them into all performances.
3. Students will learn to be aware of their bodies and move comfortably on stage.
4. Students will learn to communicate emotions

and character through their body movement.

Voice

1. Students will learn to project.
2. Students will learn to use proper diction and be understood on stage.
3. Students will learn to express themselves through the elements of voice (intensity, pitch, rate, volume, rhythm, emphasis, tone, etc.)

Emotion/Character

1. Students will learn to use memory and imagination to express sights, sounds, feelings and moods on stage.
2. Students will learn to use body language, voices, and movement to communicate a certain character or personality.
3. Students will learn to identify a character's objective.

Plot Structure/Scene Creation

1. Students will learn to use the plot structure when planning and acting out stories.
2. Students will learn to create and use characters, and develop their dialogue.

Ensemble Work

1. Students will learn to use rehearsal warm-ups, basic stage directions, blocking and staging abilities, and active listening skills.
2. Students will enhance their thinking and communication skills, and improve their abilities to collaborate with others.
3. Students will learn to receive constructive criticism, and to evaluate themselves by setting personal goals, reflecting on their performances and progress, and reviewing past assignments.

Drama 2

Improvisational Techniques

1. Students will learn and use basic improvisational techniques in improv games.
2. Students will learn the benefits of having and using improvisational skills during memorized and rehearsed performances.

Movement

1. Students will learn the benefits of both natural and exaggerated movement.
2. Students will learn to use the 4 elements of physical movement (energy, locomotion, balance, relaxation)
3. Students will use movement to define the who, what, when, where, and why of a scene.

4. Students will learn to use body language to communicate details to an audience.
5. Students will learn to use basic pantomiming skills to communicate emotions, characters, and settings to an audience.

Voice

1. Students will learn the different parts of the vocal tract and how they aid in vocal production.
2. Students will learn the importance of vocal inventions and be able to use intensity, pitch, rate, volume, rhythm, emphasis, tone, etc. to communicate.
3. Students will learn to use their voice to create and express characters, emotions, and situations.

Characterization

1. Students will learn to research a character's background and create missing information to develop a solid character.
2. Students will learn to use their bodies and voices to create a physicality, as well as mannerisms, voices and behaviors appropriate to their characters.
3. Students will learn to use inner dialogue to support the 'who, what, when, where, and why' of their character.

Invisible Other

1. Students will learn how to create and focus on an invisible person while performing a monologue, in order to make it look believable.

Objectives and Tactics.

1. Students will learn to identify the desires of their characters (objectives), and to then find appropriate tactics to use in order to get what they want.
2. Students will learn to explain a character's conflict (what prevents a character from getting what he wants) and the action in the scene (how they go about trying to get what they want).

Environment/Senses

1. Students will use memory and imagination to experience and communicate smells, tastes, textures, sights, sounds, feelings, and moods on stage.

Script Selection

1. Students will learn how to evaluate and select an appropriate script for a performance or

audition.

Ensemble/Rehearsal Techniques

1. Students will create dialogue and characters and be able to express the personality traits of their characters.
2. Students will plan and act out situations, environments, and characters, following the basic plot structure.
3. Students will demonstrate rehearsal warm-ups, basic staging (stage directions, focus, levels), and active listening skills.
4. Students will demonstrate cooperation skills, acceptance of new ideas, and the support of other performers on and off stage.

Constructing Meaning through self-assessments, play attendance, and peer evaluations.

1. Students will be able to explain the use of visual, aural, oral, and kinetic elements to express ideas and emotions in theatre and other art forms; e.g., dance, film, music, electronic media.
2. Students will be able to analyze and critique personal preferences acquired through experiencing theatre as both a participant and an observer.

Men's Choir and Women's Choir

1. Identify note names, note values, and parts of the staff quickly and accurately by using available resources and drills if needed.
2. Count basic rhythms including whole notes, half notes, quarter notes, and eighth notes.
3. Sing solfege with hand signs comfortably alone with a group.
4. Comfortably and accurately perform sight-singing exercises with a small group.
5. Begin developing good vocal habits (tall posture, fat breathing, long vowels, explosive diction, open ring, and expressive faces).
6. Participate in class, rehearsals, and performances with other students and the teacher with a positive attitude.

Advanced Women's Ensemble: AWE

1. Identify note names, note values, and parts of the staff quickly and without resources.
2. Count moderately difficult rhythms accurately.
3. Sing solfege with hand signs fluently alone and with a group.

4. Comfortably and accurately perform sight-singing exercises alone and in groups.
5. Demonstrate good vocal habits (tall posture, fat breathing, long vowels, explosive diction, open ring, and expressive faces).
6. Participate in class, rehearsals, and performances with other students and the teacher with a positive attitude.

Encore

1. Identify note names, note values, and parts of the staff quickly and without resources.
2. Count moderately difficult rhythms accurately.
3. Sing solfege with hand signs fluently alone and with a group.
4. Comfortably and accurately perform sight-singing exercises alone and in groups.
5. Demonstrate good vocal habits (tall posture, fat breathing, long vowels, explosive diction, open ring, and expressive faces).
6. Participate in class, rehearsals, and performances with other students and the teacher with a positive attitude.

World Languages

Chinese I

In order to be able to read Chinese Characters a Pin-Yin Romanization must be learned first. The Students will be able to:

1. Read Pin-Yin.
2. One hundred Chinese Characters will be learned and used.
3. Basic communication expressions will be learned for the following topics:
4. Greetings
5. Family
6. Dates and Times
7. Hobbies
8. Visiting Friends
9. The student will also learn:
10. Colors, numbers, directions
11. The students will learn about the culture, history, landmarks, government of China and Taiwan.

Chinese II

1. Two to three hundred Chinese Characters will be learned.

2. Read basic sentences in Chinese
3. Basic communication expressions will be learned for the following topics:
4. Making Appointments
5. Studying Chinese
6. School life
7. Shopping
8. Talking about the Weather
9. Transportation
10. More complex speaking, listening and reading skills will be developed
11. Continuation and more in-depth study of culture, history and government of China and Taiwan.

French 1

1. Students will know the 2 most common verbs (etre and avoir) used in French, how to conjugate them and how to use them in asking and answering simple questions.
2. Students will be able to ask and answer questions about names, ages, looks, personality, family, free time, likes, dislikes, school, food, house and where to buy things.
3. Students will be able to ask and answer basic survival questions useful in many French-speaking contexts.
4. Students will be able to compare and contrast the differences between French-speaking cultures and American cultures.

French 2

1. Students will be able to talk about things that have happened in the past
2. Students will be able to ask and answer questions about themselves and others, their likes and dislikes and what he/she and others do in their free time.
3. Students will be able to comprehend simple texts and write paragraphs on familiar topics.
4. Students will continue to be able to compare and contrast the differences between French-speaking cultures and American cultures while developing skills to help them appreciate and interact with other cultures.

French 3

1. You will be able to comprehend and participate

- in classes conducted entirely in French with little or no difficulty.
2. Student communication will progress from basic questions and answer to more complex forms of communication through a variety of individual, partner and group presentations.
 3. You will learn to communicate on familiar topics beyond the present and past tenses.
 4. You will read short selections by French writers and other short stories. You will be able to answer questions and/or write opinion papers based on the reading.
 5. You will continue to be able to compare and contrast the differences between French-speaking and American cultures.

German 1

1. You will know the 2 most common verbs (sein and haben) we use in German, how to conjugate them and how to use these in asking and answering simple questions.
2. You will be able to ask and answer questions about names, ages, looks and personality, family, free time, likes, dislikes, school, food, house and where to buy things.
3. You will be able to ask and answer basic survival questions useful in many German-speaking contexts.
4. You will be able to compare and contrast the differences between German-speaking cultures and American cultures.

German 2

1. You will be able to talk about things that have happened in the past
2. You will be able to ask and answer questions about yourself and others, your likes and dislikes and what you and others do in your free time.
3. You will be able to comprehend simple texts and write paragraphs on familiar topics.
4. You will continue to be able to compare and contrast the differences between German-speaking cultures and American cultures while developing skills to help you appreciate and interact with other cultures.

German 3

1. You will be able to comprehend and participate in classes conducted entirely in German with little or no difficulty.
2. Student communication will progress from basic questions and answer to more complex forms of communication through a variety of individual, partner and group presentations.
3. You will learn to communicate on familiar topics beyond the present and past tenses.
4. You will read short selections by German writers and other short stories. You will be able to answer questions and/or write opinion papers based on the reading.
5. You will continue to be able to compare and contrast the differences between German-speaking and American cultures.

Spanish 1

1. Students will know many verbs including the 4 most common (ser, estar, ir, and tener) we use in Spanish, how to conjugate them in the present tense, and how to use these in asking and answering simple questions.
2. Students will be able to ask and answer questions about names, ages, looks, personality, family, free time, likes, dislikes, and school.
3. Students will be able to communicate using each of the 4 functions. Reading, writing, speaking, and listening.
4. Students will be able to compare and contrast the differences between Spanish-speaking cultures and American cultures.

Spanish 2

1. Students will be able to converse in all forms of the present, past, and simple future.
2. Students will be able to ask and answer questions about themselves and others, what they have to do and what they do in their free time.
3. Students will be able to comprehend simple texts and write small paragraphs on familiar topics.
4. Students will be able to ask and answer basic survival questions useful in many Spanish-speaking contexts.
5. Students will continue to compare and contrast cultures and develop skills to help appreciate and interact with other cultures.

Spanish 3



