Pinecrest Academy of Nevada
Course of Study Guide
K - 8

2014-2015 School Year

**Elementary and Middle School Courses**
Pursuant to NRS 389.018 and NAC 389.195, Pinecrest Academy of Nevada will offer the following courses of study for each grade level: (a) reading, (b) English/Language Arts, (c) social studies, (d) mathematics, (e) science, (f) art, (g) music, (h) health, (i) physical education, (j) technology, and (k) Spanish. Pinecrest Academy of Nevada utilizes the Nevada Academic Content Standards and the Next Generation Science Standards.
Kindergarten

Art – Grade K
Artistic appreciation and expression is an integral part of the development of creative thinking. Children are encouraged to discover and develop their talents and to gain an appreciation for art. Children will have access to a multitude of art materials with which they can experiment, sometimes guided and sometimes freer and more exploratory. These materials will be in mixed media: pastels, charcoals, water colors, acrylics, and the traditional markers, pencils, and crayons. During art class, students are encouraged to be creative and achieve their best. Students must wear a smock during art class. Parent volunteers are always needed during kindergarten art. Please inquire at the front office for more information.

Computer and Technology (STEM) – Grade K
The purpose of this course is to orient students to the usage of computers and technology integrated with engineering, math, and science. Students will describe how technology can enhance learning. They will create and publish digital products and will communicate information and ideas to peers and parents using digital text and illustrations. Students will work in a team to solve problems using digital tools. In addition, students will list potential dangers in digital environments and identify how to report potentially unsafe situations.

English/Language Arts – Grade K
The purpose of this course is for students to begin the writing process by drawing and/or dictating basic text which they share with others. They participate in group discussions using turn taking to develop listening and speaking skills.

Health – Grade K
The purpose of this course is for students to learn about health and well-being. Students will identify healthy behaviors that impact personal health. They will learn about basic anatomy. Students will identify helpful and harmful substances and will recognize ways to prevent common injuries and hazardous situations. They will identify common elements of the environment that affect personal health including germs causing disease. Students will identify sources that influence health behaviors and will identify trusted individuals who can help promote health. They will learn how to express needs, wants, and feelings. Students will identify how to respond in an unwanted, threatening, or dangerous situation. They will define short and long term health goals while developing personal health goals to practice daily health habits. They will identify basic safety measures and how to promote personal and family health.

Mathematics – Grade K
The purpose of this course is for students to recognize, read, write, and count numbers to twenty and use one-to-one correspondence. They create and model addition and subtraction using concrete objects. Students compare, order, and describe objects by size, value, or attributes as they are introduced to algebraic reasoning. Geometry at this level includes recognizing and identifying two-dimensional figures in their environment regardless of their orientation. An understanding of data develops through collecting, organizing, and recording information using objects and pictures.

Music – Grade K
The purpose of this course is for students to learn about music. They will sing a simple melody with accurate pitch. They will play classroom instruments using proper technique, and improvise short melodic and rhythmic patterns. Students will also create music to interpret stories, rhymes, and poetry.

Physical Education - Grade K
The purpose of this course is for students to learn about physical education and demonstrate appropriate form. They will identify the physiological signs of moderate physical activity. Students will demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination. They will demonstrate locomotor movements in varying directions. Students will perform various locomotor and non-locomotor movements to a steady beat with or without a prop. They will identify health-related fitness components addressed in selected exercises and will engage in daily moderate to vigorous structured physical activity. Students will perform various structured exercises in a safe manner.
**Reading – Grade K**
The purpose of this course is for students to begin the reading process as they develop phonological and phonemic awareness. Environmental print, sight words, and letter-sound relationships are used to read text. While listening to and discussing a variety of grade-appropriate text, students are introduced to reading strategies. Students listen to comprehend text and build vocabulary.

**Science – Grade K**
Kindergarten students will learn how to formulate answers to questions such as: “What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?” Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather. Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution. Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.

**Social Studies – Grade K**
The purpose of this course is for students to learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. These stories of ordinary and extraordinary people will help describe the range and continuity of the human experience. Emphasis is placed on helping students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.

**Spanish – Grade K**
The purpose of this course is to expose students to the Spanish language which will be encompassed by the same two graded standards all year. Students will be using the Conversa Spanish for Life Books this year. Students will be able to sing songs, follow simple directions, identify colors and numbers, and name objects around them in the Spanish language with teacher assistance. They will begin to become familiar with brief oral directions, commands, and information. They will be exposed to how people in the culture celebrate important traditions, holidays, and events.
First Grade

**Art – Grade 1**
First grade students will review shapes, colors and patterns and create art based on memory, imagination and observation. They will make paintings, prints, drawings and collages. First graders will see and talk about examples of art from around the world. They will continue to develop a vocabulary to talk about their own artwork and the artwork of others. Students must wear a smock during art class.

**Computer and Technology (STEM) – Grade 1**
The purpose of this course is to orient students to the usage of computers and technology integrated with engineering, math, and science. Students will describe how technology can enhance learning. They will create and publish digital products and will communicate information and ideas to peers and parents using digital text and illustrations. Students will work in a team to solve problems using digital tools. In addition, students will list potential dangers in digital environments and identify how to report potentially unsafe situations.

**English/Language Arts – Grade 1**
The purpose of this course is for students to compose simple sentences and begin to edit their writing. They continue to develop writing skills and share their work with others. Students participate in large and small group discussions to develop listening and speaking skills.

**Health – Grade 1**
The purpose of this course is for students to learn about health and well-being. Students will identify healthy behaviors that impact personal health. They will learn about basic anatomy. Students will identify helpful and harmful substances and will recognize ways to prevent common injuries and hazardous situations. They will identify common elements of the environment that affect personal health including germs causing disease. Students will identify sources that influence health behaviors and will identify trusted individuals who can help promote health. They will learn how to express needs, wants, and feelings. Students will identify how to respond in an unwanted, threatening, or dangerous situation. They will define short and long term health goals while developing personal health goals to practice daily health habits. They will identify basic safety measures and how to promote personal and family health.

**Mathematics – Grade 1**
The purpose of this course is for students to learn basic addition facts through sums to ten and the corresponding subtraction facts. They use skip counting, begin to identify place value, and develop an understanding of equal parts of a whole. The foundation for algebraic reasoning is built through sorting and patterning. Measurement concepts are introduced as students compare the length and weight of objects using non-standard units of measurement, determine time to the nearest hour, and determine the value of a given set of coins. Geometric concepts are extended as students identify, name, sort, and sketch two- and three-dimensional objects in their environment. Further understanding of data analysis includes using tallies, tables, pictographs, and bar graphs.

**Music – Grade 1**
The purpose of this course is for students to learn about music. They will sing a simple melody with accurate pitch, play classroom instruments using proper technique, and improvise short melodic and rhythmic patterns. Students will also create music to interpret stories, rhymes, and poetry.

**Physical Education - Grade 1**
The purpose of this course is for students to learn about physical education and demonstrate appropriate form. They will identify the physiological signs of moderate physical activity. Students will demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination. They will demonstrate locomotor movements in varying directions. Students will perform various locomotor and non-locomotor movements to a steady beat with or without a prop. They will identify health-related fitness components addressed in selected exercises and will engage in daily moderate to vigorous structured physical activity. Students will perform various structured exercises in a safe manner.
**Reading – Grade 1**
The purpose of this course is for students to demonstrate phonological awareness and phonemic awareness. They demonstrate the ability to decode words. While listening to and discussing a variety of grade-appropriate text, students begin to use reading strategies. They begin to read with fluency and to comprehend text.

**Science – Grade 1**
First grade students will formulate answers to questions such as: “What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move?” Students are expected to develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light. Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding is developed that young plants and animals are like, but not exactly the same as, their parents. Students are able to observe, describe, and predict some patterns of the movement of objects in the sky.

**Social Studies – Grade 1**
The purpose of this course is for students to continue to generalize and develop concepts and skills as they learn about their neighborhood and community. Students learn about their roles as members of a family and community and begin to recognize symbols, icons, and songs that reflect a common heritage. Students build their awareness of government and the role it plays in their daily lives. They explore the economic concept of choice and its consequences. Students also begin to locate places on maps and learn how maps serve as representations of physical and human features.

**Spanish – Grade 1**
The purpose of this course is to expose students to the Spanish language and culture which will be encompassed by the same two graded standards all year. Students will be using the Conversa Spanish for Life Books this year. They will begin to comprehend brief oral directions, commands, and information with teacher assistance. Students will become familiar with numbers, dates, words related to the family, and weather and other thematic vocabulary. They will be exposed to how people in the culture celebrate important traditions, holidays, and events.
Second Grade

Art – Grade 2
The second grade art program is designed for students to continue creating and viewing art. The art curriculum consists of sequential lessons and performance-based projects which include the elements of art such as line, shape, form, color (color mixing), value, texture, space, select principles of design, references to artists and of art created in different cultures. Second grade students will use the creative process such as exploration (research), development (preliminary sketches), and resolution. Projects focus on the enduring themes of identity, relationships and interdependence (self and community), change and nature (development, life cycles, insects, weather, and environment), customs/rituals, and artistic or historical figures and events, as well as other topics. Students will draw, paint, print, collage and design using a variety of media such as pencils, chalk/oil pastels, crayons, markers, watercolors, and acrylics to create works of art. Students must wear a smock during art class.

Computer and Technology (STEM) – Grade 2
The purpose of this course is to orient students to the usage of computers and technology integrated with engineering, math, and science. Students will describe how technology can enhance learning. They will create and publish digital products and will communicate information and ideas to peers and parents using digital text and illustrations. Students will work in a team to solve problems using digital tools. In addition, students will list potential dangers in digital environments and identify how to report potentially unsafe situations.

English/Language Arts – Grade 2
The purpose of this course is for students to continue to develop writing skills and publish their work. Students begin to formulate and answer research questions and record information. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

Health – Grade 2
The purpose of this course is for students to learn about health and well-being. Students will identify healthy behaviors that impact personal health. They will learn about basic anatomy and will identify helpful and harmful substances. They will recognize ways to prevent common injuries and hazardous situations. Students will identify common elements of the environment that affect personal health including germs causing disease. They will learn how to express needs, wants, and feelings. Second grade students will identify how to respond in an unwanted, threatening, or dangerous situation. They will define short and long term health goals and will develop personal health goals to practice daily health habits. They will identify basic safety measures and how to promote personal and family health.

Mathematics – Grade 2
The purpose of this course is for students to expand their understanding of number sense and place value through the hundreds. They use two-digit addition and subtraction and identify halves and fourths of a whole. Algebraic reasoning continues to develop as students describe, extend, and use patterns to solve problems. Students represent mathematical situations using numbers, symbols, and words. Measurement concepts include temperature, time to the nearest quarter hour, decimals to show money amounts, and standard units of measurement. Geometric concepts expand as students compare and describe two- and three-dimensional geometric figures, identify lines of symmetry, and sort objects by attributes. Data is collected and represented using tables, pictographs, and bar graphs. Students make predictions using informal concepts of probability.

Music – Grade 2
The purpose of this course is for students to learn about music. They will sing a simple melody with accurate pitch. They will play classroom instruments using proper technique. Students will improvise short melodic and rhythmic patterns and will create music to interpret stories, rhymes, and poetry. Second grade students will identify several styles of music from various cultures.

Physical Education - Grade 2
The purpose of this course is for students to learn about physical education and demonstrate appropriate form. They will identify the physiological signs of moderate physical activity. Students will demonstrate a mature form in skipping,
hopping, galloping and sliding in isolation and in combination. They will demonstrate a combination of two simple weight transfers and balance movements. They will demonstrate locomotor movements in varying directions. They will identify health-related fitness components addressed in selected exercises. They will engage in daily moderate to vigorous structured physical activity. They will perform various structured exercises in a safe manner.

**Reading – Grade 2**
The purpose of this course is for students to decode unfamiliar words using structural analysis. While listening to, reading, and discussing a variety of grade-appropriate text, students expand their use of reading strategies. They read fluently and comprehend text. Students compose a variety of text and edit their written work.

**Science – Grade 2**
Second grade students formulate answers to questions such as: “How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials similar and different from one another, and how do the properties of the materials relate to their use? What do plants need to grow? How many types of living things live in a place?” Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students are also expected to compare the diversity of life in different habitats. An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials. Students are able to apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change. Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

**Social Studies – Grade 2**
The purpose of this course is for students to begin building a global perspective by looking at communities in their immediate area, and around the country and world. Students study a variety of neighborhoods and the various roles of individuals and families to determine what makes the United States unique. Additionally, students explore different patriotic traditions around the world. Students are introduced to the economic concepts of consumption and production, the uses of money, and the purpose of financial institutions. Second grader students use geographic skills to determine how different communities are influenced by geographic and environmental factors.

**Spanish – Grade 2**
The purpose of this course is to expose students to the Spanish language and culture which will be encompassed by the same two graded standards all year. Students will be using the Conversa Spanish for Life Books this year. They will begin to comprehend brief oral directions, commands, and information with teacher assistance. Students will become familiar with numbers, dates, words related to the family, and weather and other thematic vocabulary. Students will begin to participate in brief guided conversations, present information through skits and dialogues, and make simple requests in the Spanish language. They will be exposed to how people in the culture celebrate important traditions, holidays, and events.
Third Grade

Art – Grade 3
The third grade art curriculum consists of sequential lessons and performance-based projects that include the elements of art such as line, shape, form, color, and texture, and select principles of design. Third grade students will continue to employ the creative process when planning art projects. Students will conceive a unique idea that meets each project’s specific requirements, explore (seek and find images/information to aid the production of the art work), develop (draw thumbnail sketches/preliminary sketches), and execute a resolution (a finished product). Along with making art, students will learn about art history through references to artists and to art created in different cultures. Students must wear a smock during art class.

Computer and Technology (STEM) – Grade 3
The purpose of this course is to further develop the student's ability of computer and technology usage integrated with engineering, math, and science. Students will create an original, digital work as a form of personal or group expression with minimal teacher support. They will communicate information and ideas using digital text, images, and sound. They will describe appropriate media and formats for specific audiences. They will describe codes of conduct for using technology at the school and the consequences for breaking those rules.

English/Language Arts – Grade 3
The purpose of this course is for students to generate their own ideas to compose paragraphs using the writing process. They edit their written work. They continue to develop writing skills and may publish their work. Students formulate a topic, conduct research, and record information. Students will participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

Health - Grade 3
The purpose of this course is for students to continue learning about health and well-being. Students will describe the relationship between health behaviors and personal behaviors. Third grade students will identify the health-related components of an active lifestyle. They will learn how substances can affect the way people make decisions and perform tasks. They will describe ways to prevent common childhood injuries and differentiate between contagious and noncontagious illness/diseases. They will locate resources from home, school, and community that provide reliable health information. Students will model effective verbal and non-verbal communication skills including refusal and negotiation skills. They will predict how decisions about substance use and abuse have consequences for self and others and will set a personal health goal and track progress toward its achievement. They will demonstrate behaviors that avoid or reduce health risks.

Mathematics – Grade 3
The purpose of this course is for students to continue to develop their understanding of the number system and place value. Students demonstrate immediate recall of addition, subtraction, and multiplication facts and identify, read, and write simple fractions. Students model, generate, and solve two-step addition and subtraction problems and one-step multiplication problems. Algebraic reasoning is developed as students record and describe how patterns are extended. Variables and open sentences are used to express algebraic relationships. Measurement concepts include appropriate units of measure to the nearest half unit, money notation, time to the nearest minute, and elapsed time to the nearest half hour. In geometry, students describe, sketch, and compare plane figures and lines and demonstrate transformational motions. Data is collected and represented graphically through number lines and frequency tables. Informal concepts of probability are expanded.

Music - Grade 3
The purpose of this course is for students to learn about music. They will sing a simple melody with accurate pitch. They will play classroom instruments using proper technique. Students will improvise short melodic and rhythmic patterns. They will create music to interpret stories, rhymes, and poetry. They will read quarter notes, quarter rests and eighth notes in duple meter Identify simple elements of music. Students will use criteria to evaluate performances and compositions and will identify several styles of music from various cultures.
Physical Education - Grade 3
The purpose of this course is for students to continue learning about physical education. They will utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities. Students will apply basic elements to improve personal performance and know how to monitor the physiological changes occurring during moderate physical activity. They will combine manipulative skills in simple combinations and sequence combinations of more complex weight transfer and balance movements. Students will sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness and identify proper warm-up, conditioning, and cool-down techniques and the reason for using them. They will learn about class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.

Reading – Grade 3
The purpose of this course is for students to determine the meaning of unfamiliar words in text using their knowledge of structural analysis. Students expand their vocabulary and knowledge of words through context, word study, and various resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills.

Science – Grade 3
Third grade students formulate answers to questions such as: “What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes? How do equal and unequal forces on an object affect the object? How can magnets be used?” Students are able to organize and use data to describe typical weather conditions expected during a particular season. Students are expected to develop an understanding of the similarities and differences of organisms’ life cycles. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students are expected to develop an understanding of types of organisms that lived long ago and also about the nature of their environments. Third graders are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

Social Studies – Grade 3
The purpose of this course is for students to study people who have leadership qualities and who contribute to making change in their community and the world. Students learn about the diversity of the world’s peoples and cultures and how diversity is reflected. Students discuss how entrepreneurs make a difference and learn the economic concepts of income, savings, and interest. Additionally, students study the relationships between people and geography; and how geography is applied to real life situations.

Spanish – Grade 3
The purpose of this course is to expose students to the Spanish language and culture which will be encompassed by the same two graded standards all year. Students will be using the Conversa Spanish for Life Books this year. They will begin to comprehend brief oral directions, commands, and information with teacher assistance. Students will become familiar with numbers, dates, words related to the family, and weather and other thematic vocabulary. Students will begin to participate in brief guided conversations, present information through skits and dialogues, and make simple requests in the Spanish language. They will be exposed to how people in the culture celebrate important traditions, holidays, and events.
Fourth Grade

Art - Grade 4
The fourth grade students will continue to employ the creative process when planning art projects. Students will conceive a unique idea that meets each project’s specific requirements, explore (seek and find images/information to aid the production of the art work), develop (draw three-four thumbnail sketches/preliminary sketches), and execute a resolution (a finished product). Along with making art, students will learn about art history through references to artists and art created in different cultures. Students will be introduced to the philosophy of art (aesthetics) and to art criticism through self and peer evaluation and through critiquing art created by others. Students must wear a smock during art class.

Computer and Technology (STEM) – Grade 4
The purpose of this course is to further develop the student’s ability of computer and technology usage integrated with engineering, math, and science. Students will create an original, digital work as a form of personal or group expression with minimal teacher support. They will identify and represent trends and make predictions using classroom data. They will communicate information and ideas using digital text, images, and sound. They will describe appropriate media and formats for specific audiences. They will use digital tools to plan a timeline and track progress for a research project. They will discern between facts and opinions in digital content. They will describe codes of conduct for using technology at the school and the consequences for breaking those rules.

English/Language Arts – Grade 4
The purpose of this course is for student to use the writing process to compose essays and compositions with an awareness of audience and purpose. Students revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph papers to inform or persuade. Students also write summaries. Students may publish their work. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

Health – Grade 4
The purpose of this course is for students to continue learning about health and well-being. They will explain the basic structure, function, and developmental processes of human body systems. They will identify the health-related components of an active lifestyle. Students will learn how substances can affect the way people make decisions and perform tasks. They will describe ways to prevent common childhood injuries and differentiate between contagious and noncontagious illness/diseases. They will identify how various sources affect thoughts, feelings and health behaviors and describe ways that technology can influence health and disease. They will locate resources from home, school, and community that provide reliable health information. Fourth grade students will model effective verbal and non-verbal communication skills including refusal and negotiation skills. They will develop coping behaviors in response and describe basic first aid procedures and responses to common emergencies.

Mathematics – Grade 4
The purpose of this course is for students to read, write, compare, and order whole numbers and fractions, identify and use place value, and recall and use facts. Students use estimation as they generate and solve problems. Patterns and relationships are identified, described, and represented numerically and algebraically. Algebraic concepts are expanded to include modeling, explaining, and solving open number sentences. Measurement concepts include area and perimeter, money notation, and elapsed time to the nearest quarter hour. Geometric concepts are expanded to include symmetry, congruence, and coordinate geometry. Models are used to identify, describe, and classify figures by relevant properties. Data analysis includes collecting and representing information through frequency tables and line plots. Students model measures of central tendency for mode and median. Probability experiments are conducted using concrete materials and the results are represented using fractions to make predictions.

Music – Grade 4
The purpose of this course is for students to continue learning about music. They will sing independently and expressively. They will sing more complex patriotic songs, folk songs, and multicultural selections. Students will play rhythmic, melodic, and chordal patterns. Improvise melodic and rhythmic patterns within the context of a musical
phrase. They will create music to interpret readings or dramatizations. They will compare and contrast simple elements of music when presented aurally and will identify by style aural examples from various historical periods, American musical history, and world cultures.

**Physical Education – Grade 4**
The purpose of this course is for students to continue learning about physical education and demonstrating age appropriate form. They will utilize vocabulary to differentiate between more complex game like strategies and will apply simple strategies to game like situations. They will perform more technically complex folk, and/or social, dances and identifying the cultural and historical contexts. Students will create personal goals related to fitness assessment and identify the health-related components of fitness in various activities. They will utilize proper warm-up, conditioning, and cool-down techniques. Fourth grade students will demonstrate positive responses to challenges, successes and failures in physical activity. They will manage conflict positively and demonstrate teamwork and sportsmanship while interacting with others regardless of differences.

**Reading – Grade 4**
The purpose of this course is for students to determine the meaning of unfamiliar words while reading text using their knowledge of structural analysis. Students expand their vocabulary and knowledge of words through context, word study, and various resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills.

**Science – Grade 4**
Fourth grade students formulate answers to questions such as “What are waves and what are some things they can do? How can water, ice, wind and vegetation change the land? What patterns of Earth’s features can be determined with the use of maps? How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals? What is energy and how is it related to motion? How is energy transferred? How can energy be used to solve a problem?” Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move. Students are expected to develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth’s features, students analyze and interpret data from maps. Fourth graders are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions.

**Social Studies – Grade 4**
The purpose of this course is for students to continue to build upon their understanding of families, schools, and communities, with an emphasis on Nevada. Students learn the story of Nevada and discuss the motivations for coming to and settling here. Additionally, students study the crucial relationship between the pioneers and the indigenous peoples of the area. Students investigate the past and present political traditions of state and local governments. Students identify entrepreneurial activities of Nevadans and discuss their impact on the growth of the state. Students study the geographic relationship between humans and the physical environment in Nevada.

**Spanish – Grade 4**
The purpose of this course is to expose students to the Spanish language and culture which will be encompassed by the same two graded standards all year. Students will be using the Conversa Spanish for Life Books this year. They will comprehend brief oral directions, commands, and information with teacher assistance. Students will become familiar with numbers, dates, words related to the family, weather, and other thematic vocabulary. Students will begin to participate in brief guided conversations, present information through skits and dialogues, and make simple requests in
the Spanish language. They will be exposed to how people in the culture celebrate important traditions, holidays, and events.
Fifth Grade

ART – GRADE 5
The fifth grade art program is designed for students to continue creating and viewing art. The art curriculum consists of sequential lessons and performance-based projects that include the elements of art and select principles of design. Fifth grade students will continue to employ the creative process when planning art projects. Students will conceive a unique idea that meets each project's specific requirements, explore (seek and find images/information to aid the planning of the art work), develop (draw three-four thumbnail sketches/preliminary sketches), and execute a resolution (a finished product). Along with making art, students will learn about art history through the viewing of art created by specific artists and art created in different cultures. Students will be introduced to the philosophy of art (aesthetics) and to art criticism through self and peer evaluation and through critiquing art created by others. Projects will focus on the enduring themes of identity, humans and nature as well as other topics. Students must wear a smock during art class.

COMPUTER & TECHNOLOGY (STEM) – GRADE 5
The purpose of this course is to further develop the student’s ability of computer and technology usage. Students will create an original, digital work as a form of personal or group expression with minimal teacher support. They will identify and represent trends and make predictions using classroom data. They will communicate information and ideas using digital text, images, and sound. They will describe appropriate media and formats for specific audiences. They will use digital tools to plan a timeline and track progress for a research project. They will discern between facts and opinions in digital content. They will describe codes of conduct for using technology at the school and the consequences for breaking those rules.

ENGLISH/LANGUAGE ARTS – GRADE 5
The purpose of this course is for student to use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Students revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Students also write summaries. Students may publish their work. They participate in and sometimes lead group discussions. Students expand active listening skills and demonstrate public speaking techniques.

HEALTH – GRADE 5
The purpose of these progressively difficult courses is for students to continue learning about health and well-being. They will identify the health-related components of an active lifestyle. They will learn how substances can affect the way people make decisions and perform tasks. They will identify how various sources affect thoughts, feelings and health behaviors and describe ways that technology can influence health and disease. They will locate resources from home, school, and community that provide reliable health information. They will model effective verbal and non-verbal communication skills including refusal and negotiation skills. They will develop coping behaviors in response and describe basic first aid procedures and responses to common emergencies.

MATHEMATICS – GRADE 5
The purpose of this course is to prepare students to solve real world problems using a number of math systems. In the area of operations and algebraic thinking, students should master how to solve numerical expressions and identify number patterns. In the area of numbers and operations, students must establish a strong understanding of the base 10 system, which includes multiplying 2-digit by 3-digit numbers, dividing numbers with a 3-digit divisor, ordering decimals, and adding/subtracting/multiplying/dividing decimal numbers by whole numbers and decimals. In numbers and operations with fractions, students must be able to add/subtract fractions with common and uncommon denominators, multiply fractions, divide fractions and solve real world problems involving fractions. In the area of measurement and data, students need to have a strong understanding of both the metric and standard units of measurement and how to convert between units. Students will also master area and volume. In geometry, students should be able to identify shapes based on their mathematical definitions and use the coordinate grid for graphing in the first quadrant.

MUSIC – GRADE 5
The purpose of this course is for students to continue learning about music. They will sing independently and expressively. They will sing more complex patriotic songs, folk songs, and multicultural selections. Students will play
rhythmic, melodic, and chordal patterns. Students will improvise melodic and rhythmic patterns within the context of a musical phrase. They will create music to interpret readings or dramatizations. Students will read whole, half, dotted half, quarter and eighth notes and rests in duple and triple meter. Fifth grade students will compare and contrast simple elements of music when presented aurally. They will construct criteria using standard music vocabulary. They will identify by style aural examples from various historical periods, American musical history, and world cultures.

**PHYSICAL EDUCATION – GRADE 5**

The purpose of this course is for students to continue learning about physical education and demonstrating age appropriate form. They will utilize vocabulary to differentiate between more complex game like strategies. They will apply simple strategies to game like situations. Students will explain the physiological factors affecting individual differences in physical fitness levels. They will utilize locomotor and nonlocomotor movements in physical activities. Fifth grade students will create and perform sequence, alone or with a group, that combines weight transfer and balance movements. They will demonstrate movement phrase, accurately repeat it and then vary it, making changes in the time, space, and/or qualities of movement.

**READING – GRADE 5**

The purpose of this course is for students to determine the meaning of unfamiliar words in text using structural analysis. Students expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas.

**SCIENCE – GRADE 5**

Fifth grade students formulate answers to questions such as: “When matter changes, does its weight change? How much water can be found in different places on Earth? Can new substances be created by combining other substances? How does matter cycle through ecosystems? Where does the energy in food come from and what is it used for? How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?” Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances. Through the development of a model using an example, students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They describe and graph data to provide evidence about the distribution of water on Earth. Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals’ food was once energy from the sun. Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

**SOCIAL STUDIES – GRADE 5**

The purpose of this course is for students to study the development of the nation through Westward Expansion. The focus of study begins with the native inhabitants of the Americas, through the building and expansion of our nation. Students examine the impact of Constitutional issues on American society by studying the ideas, documents, and events that were critical to the building of our nation and the foundations of American democracy. Students explain how different regions of the United States offer specific resources and income opportunities for people. Students study the diversity of the geographic regions of the United States using a variety of geographic tools and resources.

**SPANISH – GRADE 5**

The purpose of this course is to introduce students to Spanish and to begin developing communicative competence in the Spanish language. Students will be able to talk and write about activities of daily life, give and follow simple oral and written instructions and commands, recognize commonly used verbs and phrases, and participate in structured conversations in a variety of topics. Students will be able to write a simple narrative about a personal experience or event. They will be able to recognize the standard rules of usage and grammar. They will demonstrate creativity in the
production of language. They will comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. They will read and comprehend phrases, short sentences, written directions and narratives. They will identify important people, holidays, geography, and history of Spanish speaking countries and compare it to their own culture. No previous experience with Spanish necessary. Previous knowledge and experience with Spanish is always helpful but not required.
Sixth Grade

MATHEMATICS – GRADE 6
The purpose of this course is to prepare students to solve real-world problems using a number of math systems. Student mastery of number systems will mean they can use fractions/ratios, decimals, percent and integers properly. The student will use greatest common factor and least common multiple to use and manipulate numbers. Students will master graphing on the coordinate plane and order of operations. The students will use expressions and equations to solve problems using variables. For geometry, students will study angles, triangles, polygons, perimeter, surface area, area, and volume. The student will analyze data using mean, median, and mode.

READING – GRADE 6
This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, speaking and listening, and language. This course will introduce students to various genres to enhance their understanding of texts. This course is designed to build knowledge and critical thinking skills through close reading of texts, both fiction and nonfiction, and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Final projects will be assessed with the use of a rubric and will be weighted. The appropriate use of technology is an integral part of this course. This course fulfills the sixth grade English requirement.

SCIENCE – GRADE 6
Students in 6th grade develop understanding of key concepts to help them make sense of life science. The ideas build upon students’ science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts of other experiences with physical and earth sciences. There are four life science disciplinary core ideas in 6th grade: 1) From Molecules to Organisms; Structures and Processes; 2) Ecosystems: Interactions, Energy, and Dynamics; 3) Heredity: Inheritance and Variation of Traits; 4) Biological Evolution: Unity and Diversity. The performance expectations in 6th grade blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge across the science disciplines. While the performance expectations in 6th grade life science couple particular practices with specific disciplinary core ideas, instruction includes use of many science and engineering practices integrated in the performance expectations.

SOCIAL STUDIES – WORLD HISTORY – GRADE 6
The purpose of this course is for students to investigate the development of ancient civilizations and regions through Medieval Europe. They will compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures.

WRITING – GRADE 6
The purpose of this course is for students to use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Students revise drafts and then edit for mechanics, word usage, and sentence structure. This course follows the 6th grade Nevada Academic Content Standards for Language Arts and utilizes the SpringBoard Level 1 textbook. Throughout the course, students will write expository, narrative, informational, and persuasive essays and participate in research. Students will also focus on critical and creative thinking skills, reflection, high level questioning, and application of knowledge or skills in new situations. Students will expand their active listening skills and demonstrate public speaking techniques.
Seventh Grade

READING – GRADE 7
This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, speaking and listening, and language. This course will introduce students to various genres to enhance their understanding of texts. This course is designed to build knowledge and critical thinking skills through close reading of texts, both fiction and nonfiction, and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Final projects will be assessed with the use of a rubric and will be weighted. The appropriate use of technology is an integral part of this course. This course fulfills the seventh grade English requirement.

MATHEMATICS – GRADE 7
The purpose of this course is to prepare students to solve real-world problems using a number of math systems. Student mastery of number systems will mean they can use fractions, decimals, percent, exponents, and integers properly. The students will begin working on the foundations of Algebra by learning how to use equations, inequalities and graphing. Proportional reasoning and ratios along with unit rates will prepare students to compare and analyze. Students will study geometry to use shapes to solve problems. Mathematical analysis of numbers is taught using probability and statistics.

SCIENCE – GRADE 7
Students in 7th grade develop understanding of a wide range of topics in Earth and space science that build upon science concepts from elementary school through more advanced content, practice, and crosscutting themes. There are six standard topics in 7th grade: Space Systems, History of Earth, Earth’s Interior Systems, Earth’s Surface Systems, Weather and Climate, and Human Impacts. The performance expectations strongly reflect many societally relevant aspects (resources, hazards, environmental impacts) as well as related connections to engineering and technology. While the performance expectations shown in 7th grade couple particular practices with specific disciplinary core ideas, instructional decisions include the use of many practices that lead to the performance expectations.

SOCIAL STUDIES – US HISTORY – GRADE 7
The purpose of this course is to learn about the events leading up to the American Revolution through World War II. Students will also briefly review colonial America. Through a thematic approach, students identify the relationships among historical eras in the building of a new nation. They explore and evaluate the challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. Also during 7th grade, students will explore the growth of Nevada from statehood to present day. This course will examine the processes of government and regions of the state. Students will analyze the influence of the availability of natural and human resources on the development of Nevada.

WRITING – GRADE 7
The purpose of this course is for students to use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Students revise drafts and then edit for mechanics, word usage, and sentence structure. This course follows the 7th grade Nevada Academic Content Standards for Language Arts and utilizes the SpringBoard Level 2 textbook. Throughout the course, students will write informational, expository, narrative, and persuasive essays and participate in research. Students will also focus on critical and creative thinking skills, reflection, high level questioning, and application of knowledge or skills in new situations. Students will expand their active listening skills and demonstrate public speaking techniques.
Eighth Grade

ALGEBRA I
The purpose of this course is to prepare students to solve real world problems using a number of math systems. Students will work on investigating patterns and solving equations and inequalities. They will extend their knowledge of equations to linear functions and systems of equations and inequalities. Students will work with exponents, radicals, and polynomials, working their way to solving quadratic functions. Finally, they will improve their skills in data analysis, measures of center, and sampling.

MATHEMATICS – GRADE 8
The purpose of this course is to prepare students to solve real world problems using a number of math systems. Students will work on numerical relationships, such as operations with fractions, rational and irrational numbers, and exponents. They will extend their problem solving skills to writing and solving equations and proportions. Students will work with geometric concepts, such as angle relationships, similarity and transformations, and the Pythagorean Theorem. They will be introduced to functions and linear and non-linear equations. Finally, they will improve their skills in probability and statistics, including scatter plots and two-way tables.

READING – GRADE 8
This one-year course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards as reading, speaking and listening, and language. This course will introduce students to various genres to enhance their understanding of texts. This course is designed to build knowledge and critical thinking skills through close reading of texts, both fiction and nonfiction, and a range of collaborative discussions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. Final projects will be assessed with the use of a rubric and will be weighted. The appropriate use of technology is an integral part of this course. This course fulfills the eighth grade English requirement.

SCIENCE – GRADE 8
Students in 8th grade continue to develop understanding of four core ideas in the physical sciences. The 8th grade performance expectations in the Physical Sciences build on previous ideas and capabilities to allow students to explain phenomena central to the physical sciences but also to the life sciences and earth and space science. The performance expectations in physical science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain real world phenomena in the physical, biological, and earth and space sciences. In the physical sciences, performance expectations in 8th grade focus on students developing understanding of several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several of engineering practices including design and evaluation.

SOCIAL STUDIES – GEOGRAPHY – GRADE 8
The purpose of this course is for students to continue to investigate the world using knowledge and skills learned in previous grades. The students have learned about their home, neighborhood, community, county, and state. Now they will take this knowledge to a larger scale to explore the state, nation, countries, and continents of the world. The students will spend time learning more about cultures, history, regions, and the geographic features of the world.

WRITING – GRADE 8
The purpose of this course is for students to use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Students revise drafts and then edit for mechanics, word usage, and sentence structure. This course follows the 8th grade Nevada Academic Content Standards for Language Arts and utilizes the SpringBoard Level 3 textbook. Throughout the course, students will write informational, expository, narrative, and persuasive essays and participate in research. Students will also focus on critical and creative thinking skills, reflection, high level questioning, and application of knowledge or skills in new situations. Students will expand their active listening skills and demonstrate public speaking techniques.
**ACADEMIC RECOVERY – MATH**
This is a mandatory intervention course in mathematics designed for students who need additional instruction and support to master necessary middle school mathematics concepts. This course provides additional instruction in conjunction with the students' required mathematics course of study in grades 6, 7, and/or 8. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course is a repeatable elective course and does not fulfill the middle school mathematics requirement for promotion.

**ACADEMIC RECOVERY – READING**
This is a mandatory intervention course in language arts designed for students who need additional instruction and support to master necessary middle school reading and writing concepts. This course provides additional instruction in conjunction with the students’ required language arts course of study in grades 6, 7, and/or 8. Students will receive instruction in decoding skills, spelling, grammar, comprehension strategies, and oral reading fluency. This course is a repeatable elective course and does not fulfill the middle school language arts requirement for promotion.

**ART**
The middle school art program builds upon the foundation developed in the elementary grades. Students will work individually to explore a variety of art disciplines such as drawing, watercolor/acrylic painting, printmaking, oil pastels, colored pencils/markers and so much more! Students will make historical and cultural connections between their projects and other artists. Students will critically and aesthetically evaluate their progress during the art-making process. Art in the middle school serves to move the student into more advanced and challenging artistic problems. Students must wear a smock during art class.

**CAREER AND FAMILY: SKILLS FOR SUCCESS – REQUIRED BY 8TH GRADE**
The purpose of this course is to enable students to explore the skills needed for success in career and family life. The students will learn about the decision-making process and study skills. Activities will enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Students will learn about their interests, values, skills, learning styles and personal and social development. Students will also gain basic financial literacy skills.

**CHOIR – BEGINNING**
This is a semester course for those who are new to choral performance. Students will sing a variety of literature from various time periods and backgrounds. There is one concert per semester and attendance at this concert is required. Students will need the white Pinecrest polo, black pants, black socks and black dress shoes.

**CHOIR – ADVANCED – STUDENTS MUST AUDITION AND BE SELECTED FOR ADVANCED CHOIR**
The Pinecrest Academy Honors Chorus is Pinecrest’s premier vocal group. Students will have a variety of opportunities to sing both at Pinecrest and in the Las Vegas valley. Students from this ensemble will be eligible to audition for CCSD Honor Choir and Nevada Middle School All-State Choir. There will be one concert per quarter and attendance is required. They will need to purchase a formal concert uniform, black socks, and black dress shoes. There are afterschool rehearsal requirements for this course.

**CODING AND WEB DESIGN – STUDENTS MUST HAVE COMPLETED COMPUTER LITERACY**
In Coding and Web Design, students will learn the basics about coding and programming languages. In this semester long course, students will learn how to create and run programs, use coding to draw, create games, and create their own website. We will be using Python, which can be downloaded onto home computers for free, and HTML5.

**COMPUTER BASICS**
This one-semester course is designed as a basic introduction to computers. This course also provides additional typing support. Computer Basics does not fulfill the ½ credit requirement needed for High School.
COMPUTER LITERACY – REQUIRED IN 6TH GRADE
The purpose of this course is to refine the student’s ability of computer and technology usage integrated with engineering, math, and science. Students will apply existing knowledge to independently generate new ideas, products, or processes with digital tools. They will use digital models and simulations to answer questions or to solve problems. They will use technology to track trends and predict possibilities using evidence, experiments, and collaboration to justify their predictions. The will communicate with digital text, images, sound, and video. They will create digital products in formats appropriately targeted to specific audiences or purposes. They will use digital tools to plan and organize research-based inquiry. They will use digital tools to plan a timeline, track progress, and cite sources for a research project. They will evaluate and compare facts and opinions in digital content sources and describe points of view. They will use multiple digital tools to collect and process data to test theories and hypothesis. They will model legal and ethical behaviors when using information and technology including properly selecting, acquiring, and citing sources. They will explain the value of existing and emerging technologies. This required course will meet the computer competency requirement for high school graduation. Seventh and eighth grade students who have not taken this course will automatically be enrolled in order to meet the competency requirement.

ENGINEERING LEGO ROBOTICS - FALL
In this course students learn robotics and engineering concepts. Students will work independently and as a member of a team to research, design, construct and test their creations. Students will build robots with LEGO EV3 hardware and program the robots with the LEGO Mindstorm software. Students’ work is focused around the First LEGO League competition. Students will build and program robots that will need to accomplish specific tasks based on the competition theme.

ENGINEERING VEX ROBOTICS - SPRING
In this course students learn robotics and engineering concepts. Students will work independently and as a member of a team to research, design, construct and test their creations. Students will build robots with VEX Robotics hardware, control the machines through remote control and program the robots with software to perform tasks. Students’ work is focused around the VEX Challenge competition. Students will build and program robots that will need to accomplish specific tasks based on the competition task.

ENVIRONMENTAL SCIENCE/SCIENCE OLYMPIAD
The purpose of this course is investigate the worlds' environment and the impact of human activity upon it. Students will examine the issues of human population, land use, wildlife extinction, water and atmospheric pollution and energy use. The course will use a variety of activities and experiments to explore how humans can reduce their carbon footprints and preserve the environment and our natural resources. This course will expose students to the Science Olympiad competition format. Formal competition teams will form during the 2015-2016 school year.

ORCHESTRA - BEGINNING
This semester-long course is designed for the student who is interested in learning to play a string instrument. String instruments include the violin, viola, cello and bass. Concert attendance and participation is mandatory. If grades are not up to par, students will be given a lengthy alternate assignment for the points missed as concerts are a large portion of their grade. Students are required to provide their own instrument. The instrument MUST be from a reputable company. Please consult teacher before purchasing instrument if you have any questions. Students will learn and exhibit proper, safe, care and maintenance of their instruments. They will play in large ensembles demonstrating appropriate ensemble techniques while following a conductor. Students will perform multiple-part ensemble literature and learn music terminology and music reading techniques. This course emphasizes the place of string music in the western musical heritage. It concentrates on the development of correct instrument position and placement, note-reading and aural skills, rhythmic patterns, intonation, and tonality inherent to string music. The importance of sustained group and individual effort is stressed. A progression of fundamental and technical proficiency is expected. This course is a preparatory course for progression to advanced orchestra courses.

ORCHESTRA – ADVANCED – STUDENTS MUST HAVE AT LEAST ONE SEMESTER OF ORCHESTRA EXPERIENCE
This course is designed for students who have developed the skills outlined in Beginning Orchestra. Concert participation
and attendance is mandatory. If grades are not up to par, students will be given a lengthy alternate assignment for the points missed as concerts are a large portion of their grade. Students are required to provide their own instrument. This course concentrates on the development of style, articulation, pitch, dynamics, technique, advanced rhythmic patterns, and tonal recognition. A progression of technical proficiency is expected. Emphasis will be placed on having a variety of performing experiences. They will play a carried repertoire of instrumental literature representing diverse genres and styles. Students will be able to identify the various ways that music conveys universal themes, i.e., contrast, conflict, or emotion. They will be identifying the roles and impact music plays in their lives and the lives of others and will understand the relationships between music, the arts, history, and culture. This course emphasizes preparing students to continue learning how a successful orchestra functions and the continuation of success on their instrument of choice.

NEWSPAPER
This one-year course is designed for the study and practice of the basic elements of journalism with major emphasis in newsgathering, writing, layout, and dissemination of news through mass media in the form of a newspaper. Critical thinking and planning skills will be developed. Students will be required to participate in the production of a mini newspaper each month.

PHYSICAL EDUCATION/HEALTH – REQUIRED IN 7TH GRADE, ELECTIVE IN OTHER GRADES
The purpose of this course is for students to continue learning how physical education and refining age appropriate form and skills. Students will be able to utilize appropriate sport vocabulary and evaluate movement forms for skill improvement. Students will identify and demonstrate basic dance steps, positions and patterns from two different theatrical styles and/or traditional styles of dance. They will design a personal health-related fitness program based on an accurately assessed fitness profile. Seventh grade students will understand and apply principles of training/ conditioning to regular fitness activities. During the health portion of this course, students learn about health and well-being while analyzing the relationship between health behaviors and personal health. They will explain the interrelationships of emotional, intellectual, physical, and social health in adolescence. Students will learn how behaviors, pathogens, genetic history, and other factors are related to illness/disease prevention. They will examine how individual family, peers, and information influence the personal use, misuse, and abuse of substances. Students will apply time management strategies and learn skills needed to attain a personal long-term health goal.

SPANISH – CONVERSATIONAL SPANISH
The purpose of this course is to introduce students to Spanish and to begin developing communicative competence in the Spanish language. Students will be able to talk and write about activities of daily life, give and follow simple oral and written instructions and commands, recognize commonly used verbs and phrases, and participate in structured conversations in a variety of topics. Students will be able to write a simple narrative about a personal experience or event. They will be able to recognize the standard rules of usage and grammar. They will demonstrate creativity in the production of language. They will comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. They will read and comprehend phrases, short sentences, written directions and narratives. They will identify important people, holidays, geography, and history of Spanish speaking countries and compare it to their own culture. No previous experience with Spanish necessary. Previous knowledge and experience with Spanish is always helpful but not required.

SPANISH 1 for HIGH SCHOOL CREDIT – GRADE 8 – STUDENTS MUST HAVE COMPLETED CONVERSATIONAL SPANISH
The purpose of this course is to develop communicative competence in the Spanish language. Students will be able to talk and write about activities of daily life, give and follow simple oral and written instructions and commands, recognize commonly used verbs and phrases, and participate in structured conversations in a variety of topics. Students will be able to write a simple narrative about a personal experience or event. They will be able to recognize the standard rules of usage and grammar. They will demonstrate occasional creativity in the production of language. They will comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. They will read and comprehend phrases, short sentences, written directions and narratives. Students will identify important people, holidays, geography, and history of Spanish speaking countries and compare them to their own culture. This class is for high school credit so previous experience with Spanish is preferred. Students should have taken a course similar to
Conversational Spanish in grades 6 or 7 before taking Spanish 1 for high school credit. In order to earn high school credit and be in Spanish 1, students must be in 8th grade.

**SPEECH AND DEBATE**
In this semester-long course, students will learn the following skills in debate: research competence, media literacy, reading comprehension, argument literacy, evidence evaluation, summarization and outlining, public speaking, and floor management and civility. Students will participate in debate preparation which includes reading, writing, listening, and speaking skills across the curriculum. Students will also learn how to research and defend a variety of positions on issues.

**THEATRE**
In this one semester course, students will learn acting techniques, audition rules, and theatre history. Students will be graded on participation, effort, and collaboration. Students will be a part of a stage production for an audience for their "final" production. This is a mandatory activity, though students may participate as technical staff or actors. Possible after school rehearsals the week before production.