

ACADEMY FOR ACADEMIC EXCELLENCE

MIDDLE SCHOOL
CATALOG OF CLASSES
2022-2023



Knights

TABLE OF CONTENTS

Departmental Course Offerings

4	Language Arts Department
6	Mathematics Department
9	Science Department
12	Social Science Department
14	Associated Student Body
15	Special Needs Department
16	Visual and Performing Arts Department
17	Music Program
19	Physical Education Department
20	Explorative Rotation

The Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college preparatory education.

Promotion to the next grade level / Repeat course procedure:

The AAE feels strongly that students should take ownership of their course work. The following will serve as the guideline for repeating courses and/or a particular middle school grade level:

If one core academic (English, Science, History, Math) is failed in a semester of the school year, the student will not receive credit for that semester of course work, and may be required to attend summer school

If two or more core classes (English, Science, History, and Math) are failed in a semester, the student may be required to repeat the school year in the grade in which the courses were failed.

Math courses are sequential and integrated in nature. If a student fails one or two semesters of a middle school math course, they may be required to repeat that course and/or attend a support class the following year. Students may be required to give up their elective class to repeat the course.

Core academic classes (English, Math, Science, and History) will have a grading scale of A, B, C and F. There are no grades of D in the grading structure.

Retention will be considered on an individual basis after thorough dialogue with parents, teachers, and administrators to determine the most appropriate course of action.

Students who finish 8th grade, failing 2 or more core classes, will not be eligible to participate in the Middle School Celebration activities.

This Catalog of Classes gives descriptions of all courses, which may be offered at the Academy for Academic Excellence. Although listed in the Catalog of Classes, some courses may not be offered if there is not sufficient demand.

LANGUAGE ARTS DEPARTMENT

PHILOSOPHY

It is important for every student to graduate from high school with communication skills which enable the student to write and speak clearly and concisely. Further, it is important for every student to have a greater appreciation of literature through improved reading skills. With these skills and appreciation, a student may realize a greater capacity for success.

GOALS

Members of the English Department strive to assist students to improve their ability to use written language correctly and to improve their academic success through better reading skills. Also, students will improve their ability to think critically and to speak clearly, and they will increase their knowledge and appreciation of literary works.

COURSE OFFERINGS

Language Arts – Grade 6
Language Arts – Grade 7
Honors Language Arts – Grade 7
Language Arts – Grade 8
Honors Language Arts – Grade 8

COURSE DESCRIPTIONS

41050 LANGUAGE ARTS 6

Grade Level: 6

Course Length: Year

Credits: 5 per semester

Prerequisites: None

Course Description: Course components include the study of rich and varied literary and informational text; writing in the genres of argumentative, informative/explanatory, narrative, and summaries of reading materials; instruction in language arts skills and strategies. Students will work independently, as well as collaboratively, to learn how to understand what they read and evaluate an author's assumptions and claims. Students will conduct research that will require the analysis of resources and accurate interpretation of literary and informational text. They will use technology and digital media strategically to enhance their reading, writing, speaking, listening and language use.

41150 LANGUAGE ARTS 7

Grade Level: 7

Course Length: Year

Credits: 5 per semester

Prerequisites: None

Course Description: Students will read books on historical themes as well as classic and contemporary works. Emphasis will be on improving reading and writing skills. Writing will be literature and information based and will include essays and literature responses. Common Core standards-based learning to include vocabulary and grammar will be applied.

41151 LANGUAGE ARTS 7 HONORS

Grade Level: 7 Course Length: Year Credits: 5 per semester
Prerequisites: None

Course Description: Students will read books on historical themes as well as classic and contemporary works. Emphasis will be on improving reading and writing skills. Writing will be literature based and will include essays and literature responses. Reading, writing, and classroom practice are enhanced at this level to include extra or more in-depth reading and writing. Common Core standards based learning to include vocabulary and grammar will be applied.

41250 LANGUAGE ARTS 8

Grade Level: 8 Course Length: Year Credits: 5 per semester
Prerequisites: Completion of Language Arts 7 or equivalent

Course Description: Students will read books on historical themes as well as classic and contemporary works. Emphasis will be on improving reading skills. Writing will be literature based and will include essays and literature responses based on the State Standards for Grade 8 Language Arts.

41251 LANGUAGE ARTS 8 HONORS

Grade Level: 8 Course Length: Year Credits: 5 per semester
Prerequisites: Completion of Language Arts 7 or equivalent

Course Description: Students will read books on historical themes as well as classic and contemporary works. Emphasis will be on improving reading and writing skills. Writing will primarily be of literature-based instruction and will include essays and responses based on the Common Core State Standards for Grade 8 Language Arts. The Honor's curriculum will include additional rigor, depth, and pace as deemed appropriate for the class by the instructor.

MATHEMATICS DEPARTMENT

PHILOSOPHY

We believe in creating learning environments where students practice and acquire the knowledge of mathematics. We believe that students should be able to proficiently apply a range of numerical, algebraic, geometric, and statistical concepts and the skills to formulate, analyze, and solve real world problems. The learning environment will facilitate inquiry, use of technology and the exploration of real world phenomena. It will support continuous development of mathematical skills and the appreciation of mathematics as a discipline. Our mathematics program seeks to graduate students who will possess a sense of numbers, data analysis, spatial relationships, symbolic representations, and the ability to communicate mathematics with others.

GOALS

- To help the student perform and master mathematical skills and algebraic processes.
- To encourage students to seek precise solutions and use logical thinking.
- To help students develop problem solving strategies and critical thinking skills.

COURSE OFFERINGS

Math 6
Math 7
Math 7 Honors
Math 8
Math 8 Honors
Math Intervention - elective

DEPARTMENT POLICIES

1. Students passing one level of mathematics may not enroll in courses at a lower level.
2. Students in courses designated as year courses must pass both semesters in order to advance to the next level.
3. Students in college prep math courses must maintain at least a C average in order to advance to the next level. A grade of D indicates deficiencies that have been observed to cause failure in subsequent math courses.
4. A student who **passes** a math course with a grade below C may retake that course.

COURSE DESCRIPTIONS

42105 MATH 6

Grade Level: 6 Course Length: Year 5 credits per semester
Prerequisites: None

Course Description: Through the use of real world situations, manipulatives, graphs and diagrams students will make connections to concepts and be able to answer why algorithms work. Students will be active participants in the learning process by expressing their knowledge and ideas through numerical expression, verbal response as well as in written sentence form. Prime Factorization, Fractions, Decimals, Ratios, Algebraic Expression and Geometric Concepts will be introduced in this course.

42130 MATH 7

Grade Level: 7 Course Length: Year 5 credits per semester
Prerequisites: Math 6 or equivalent

Course Description: Math 7 will address the Grade 7 Common Core State Standards. Students will analyze proportional relationships to solve problems; work with rational numbers; operations; generate equivalent expressions through the use of mathematical properties; along with integers; the properties of distributing and factoring algebraic expressions. Students will also be introduced to working with problems involving area; surface area; volume; and studying random sampling with probability models. Students will focus on real-world and mathematical applications.

42132 MATH 7 HONORS

Grade Level: 7 Course Length: Year 5 credits per semester
Prerequisites: Successful completion and strong performance of Math 6 Honors or equivalent.

Course Description: Math 7 Honors will address the Grade 7/Grade 8 Common Core State Standards. Students will analyze proportional relationships to solve problems; work with rational numbers; operations; generate equivalent expressions through the use of mathematical properties; along with integers and the properties of distributing and factoring algebraic expressions. Students will also be introduced to working with problems involving area; surface area; volume; and studying random sampling with probability models. Students will focus on real-world and mathematical applications. As an advanced course, the students may cover additional topics in the grade 8 common core standards.

42140 MATH 8

Grade Level: 8 Course Length: Year 5 credits per semester
Prerequisites: Math 7 or equivalent

Course Description: Math 8 will address the Grade 8 Common Core State Standards. Students will study the number system focusing on rational numbers, expressions and equations including linear equations and systems, properties of exponents and radicals, the evaluation and modeling of functions, geometric concepts including shapes, transformations, and the Pythagorean Theorem, and investigations of bivariate data. Students will perform a variety of activities focusing on quantitative reasoning, structure, precision, and expressing mathematical concepts.

42142 MATH 8 HONORS

Grade Level: 8

Course Length: Year

5 credits per semester

Prerequisites: Successful completion and strong performance of Math 7 Honors or equivalent

Course Description: MATH 8 Honors will address the Grade 8/Integrated Common Core State Standards. Students will study the number system focusing on rational numbers, expressions and equations including linear equations and systems, properties of exponents and radicals, the evaluation and modeling of functions, geometric concepts including shapes, transformations, and the Pythagorean Theorem, and investigations of bivariate data. Students will perform a variety of activities focusing on quantitative reasoning, structure, precision, and expressing mathematical concepts. As an advanced course, the students may cover additional topics in the Integrated Math I Course.

42125 MATH INTERVENTION

Grade Level: 6, 7, 8

Course Length: Year

5 credits per semester

Prerequisites: None

Course Description: Math Intervention is a course designed to provide recovery instruction and support to students who have been evaluated through the math department, and have an identified need. This class is in addition to the regular Math course.

SCIENCE DEPARTMENT

PHILOSOPHY

Science is an important part of education in the life of each of our students. We encourage parents and students to keep in mind that studying science is not merely an excellent way to prepare for a career, but also represents an opportunity to gain a better understanding and a fuller appreciation of the world in which we live. Such knowledge protects us from being misled and allows us to make informed decisions. Informed decision-making must surely be one of the most vital responsibilities of citizenship in a democratic society.

As important as science is, it is often *misunderstood and misused* in our society and *by society*. In society today there are many theories that have largely been accepted by the general public as scientific fact, when in actuality, they are attempts to explain nature, the past, present natural phenomenon, possible future events; models that help scientists explain laws, facts, and observations in order to make *useful* predictions about the natural world. *Theories can never be proven*. Scientific laws, on the other hand, describe natural phenomenon and are based on empirical support (experimentally derived evidence). Laws help us predict facts. *Neither theories nor facts become laws*. Facts are detailed descriptions of patterns or trends. *Laws do not become facts*. Theories, laws, and facts do not evolve one into the other; they are created using the scientific method through investigation, trial and error. The true scientists accept theories with the idea that there could be another explanation or model that can explain some aspect of the natural world. At the AAE we encourage students to carefully practice the art of scientific inquiry as they internalize the body of knowledge that science has provided them in the hope that it will provide useful guidance throughout their lives.

GOALS

In each course, the Science Department provides:

1. A stimulating rigorous and thought-provoking curriculum
2. Investigations, laboratory experiences, outdoor activities and inquiry-based projects that emphasize the development of science-based skills (procedural knowledge), working within and among the greater community of scientists (i.e., with Mojave Water Agency, California Turtle and Tortoise Club, National Fish and Wildlife, California Department of Fish and Wildlife, NASA, JPL, BLM), critical thinking, and the scientific method
3. Encouragement to consider education as a lifelong experience
4. A scientific knowledge base (declarative knowledge) that will lead to successful career choices
5. Reasons to respect the balance between humanity and the natural environment
6. Opportunities to use a variety of technologies related to science.

COURSE OFFERINGS

Science 6
Science 7
Science 8
Space Scientist (elective)

COURSE DESCRIPTION

43060 SCIENCE 6

Grade Level: 6 Course Length: Year 5 credits per semester

Prerequisites: None

Requirements: This course will require students to blend their developing writing, math, and technology skills while applying these abilities to the acquisition of new science and engineering skill-based practices.

Course Description: This is a lab-based course that students will take their first year of middle school science. Through hands-on inquiry, experimentation and engineering practices, students will be immersed in the topic areas of Physics, Chemistry and Earth Science. Students will ask scientific questions, create and use models, and design their own investigations. Students will also get experience analyzing and interpreting data, formulating solutions to real-world problems and using evidence to argue their findings. We will question, research, discover and grow this year as scientists.

43160 SCIENCE 7

Grade Level: 7 Course Length: Year 5 credits per semester

Prerequisites: The successful completion of Science 6

Requirements: This course will require students to blend their developing writing, math, and technology skills while applying these abilities to the acquisition of new science and engineering skill-based practices.

Course Description: The seventh-grade middle school science course is based on the Next Generation Science Standards (NGSS) and introduces students to concepts in life science, proper scientific practices, and engineering design. Emphasis is placed on collaborative work groups, proper data collection, analysis, and interpretation, and planning and carrying out investigations. Students will learn about the following topics:

- organisms' structures and processes including cellular respiration and photosynthesis;
- ecosystems' interactions and dynamics;
- the role of water in biodiversity and biomes;
- human activities in the natural world;
- cellular biology, including mitosis and meiosis, genetics and genetic variations; and natural selection.

Students will also participate in comparative anatomy and physiology in dissections of squid, cows' eyes, and frogs.

43260 SCIENCE 8

Grade Level: 8 Course Length: Year 5 credits per semester

Prerequisites: The successful completion of Science 7

Requirements: This course will require students to blend their developing writing, math, and technology skills while applying these abilities to the acquisition of new science and engineering skill-based practices. It is strongly suggested that students entering *Science 8* have a good grasp of and ability to use fundamental arithmetic and pre-algebra. If this is not the case, skill development may be required during 'flex' time.

Course Description: The 8th grade middle school science course is based on the Next Generation Science Standards (NGSS), and introduces students to concepts in space science, earth science, proper science practices, and engineering design. An emphasis is put on group collaboration, proper recording of information, graphing of results, and factors that lead to variation in science. Students will learn about the basic structure of

the universe, stars, the Sun's solar system and Earth's place within that system, as well as the history of Earth from a planetary perspective. Utilizing the development of models, they will describe and classify the role of gravity, cyclic patterns and cycles, scale properties and formation theories within our solar system and universe. They will construct an explanation of evidence for how geoscience processes have changed Earth's surface at varying times and spatial scales. Students will incorporate technology and instrumentation, such as force probes and Earth imaging software, to research how historical and modern technology have contributed to our understanding of the universe. Students will participate in GAVRT missions such as SETI, to attempt to discover intelligent life in outer space, and Black Hole Patrol, to analyze quasars and their radio variability. Students will implement engineering techniques, learn to define criteria and constraints of a design problem, evaluate, analyze, and test competing designs to develop models.

43940 SPACE SCIENTIST

ELECTIVE

Grade Level: 8

Course Length: Year

5 credits per semester

Prerequisites: Recommendation from previous math and/or science teacher.

Course Description: This is a year-long elective course. This course will explore topics in Astronomy and Space Exploration. Requirements include the development of an Astronomer's Journal, researching current events in Astronomy and Space Exploration of a project of individual interest. In addition, Public Viewings and observations of the night sky will be required which may be in the late evening or early morning hours. An emphasis of this course is becoming proficient in operation of radio telescopes and active participation in GAVRT projects that support NASA/JPL missions.

SOCIAL SCIENCE DEPARTMENT

PHILOSOPHY

Helping students understand their relationship to the world, nation, and local community is the primary concern of the Social Science Department.

Courses in history and government are designed to broaden the individual's awareness of how various human social systems have developed and presently function.

GOALS

Students will develop a better understanding of:

1. Their obligation to the world, nation, and local societies to which they belong.
2. The interrelationships that exist between all peoples in the world – and the necessity that exists for cooperation between all peoples;
3. How our country has developed into a world leader and the obligations that go along with that status.

COURSE OFFERINGS

History 6
History 7
History 8

COURSE DESCRIPTIONS

44060 HISTORY 6

Grade Level: 6 Course Length: Year 5 credits per semester
Prerequisites: None

Course Description: Students will be actively engaged in learning about early mankind. This includes the growth of early civilizations such as the Mesopotamians, Assyrians, Phoenicians, Egyptians, Greeks, and the Romans. Locate the four river civilizations. Know the difference between Confucianism, Taoism, and Buddhism. Study the early Chinese and Indian civilizations. There will be research projects, hands-on activities, and historical novel reading implemented into the instruction.

44160 HISTORY 7

Grade Level: 7 Course Length: Year 5 credits per semester
Prerequisites: History 6

Course Description: Students will study the social, cultural, geographical, and technological changes that occurred in Europe, Africa, Asia, and the Americas in the years AD 500 – 1789. They will examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will learn about the growth of Enlightenment philosophy and assess the rise of democratic ideas that influence the world today.

44260 HISTORY 8

Grade Level: 8

Course Length: Year

5 credits per semester

Prerequisites: History 7

Course Description: Students will study the ideas, issues, and events from the framing of the Constitution up to the Rise of Industrialism. Students will understand the development of America's democratic institutions, particularly the shaping of the Constitution. Students will trace the development of American politics, society, culture and economy and relate them to the emergence of regional differences, and the U.S. Civil War. Students will study the rise of industry in the U.S.

ASSOCIATED STUDENT BODY

The Student Leadership Class is required for all elected or appointed student officers as outlined in the Associated Student Body's Constitution. It affords practical experience in democratic leadership through management of student government. It provides opportunities to study the meaning and techniques of parliamentary procedures, state law, school finance (problems of income and expenditures), group processes, the objectives of the American Education system, the principles of human behavior, and the many challenges of school administration. Furthermore, it affords student leaders opportunities to develop and practice speaking and writing skills; to improve in peer relationships; to work with peers of diverse backgrounds and attitudes; to recognize the necessity of courtesy, poise, and appearance; to share responsibilities with adults; and, to develop a further appreciation for law and order. Student leadership class provides for self-evaluation and for evaluation of individual and group activities.

49310 ASSOCIATED STUDENT BODY (ASB)

ASB Members are selected in the Spring semester to serve the following school year.

Grade Level: 6, 7, 8

Course Length: Year

5 credits per semester

Prerequisites: By Application

Course Description: This course will equip students to be leaders that are capable of communicating with others, making decisions, meeting deadlines and promoting ideas. Students will learn to be responsible citizens in the community through volunteer service learning projects.

SPECIAL NEEDS DEPARTMENT

The Special Needs Department offers math and reading supports designed for students with special needs. These supports provide access to general education for students who require assistance beyond the regular classroom. Programs offered through this department include SAI support.

The SAI program works with students in reading, written language and/or math, as well as other subjects as needed. Parents are responsible for bringing their students each day and on time for the classes. Once a student is in the program, he or she will be tested annually to chart academic progress and an Individualized Educational Planning meeting (IEP) will be held to discuss the student's progress and plan annual goals and objectives.

Our SAI program is a full-day, five-day a week placement. These students are non-severe but require supports in order to make optimum progress. Annual testing and IEP meetings are also held to discuss progress, plan goals and determine placement and services.

PHILOSOPHY

Reading, writing, and math are an important part of everyone's life. Good reading, writing and math skills increase a student's chance for success in school and later in a career.

GOALS

- 1.To bring students back up to grade level by using small groups, direct, intensive teaching;
- 2.To increase each student's academic levels as measured by standardized tests;
- 3.To increase each student's individual work study skills (includes homework responsibility) as measured by teacher observations and checklists of progress;
- 4.To increase each student's individual test taking skills as measured by teacher observation, student work samples, and informal assessments; and
- 5.To increase overall student's skills according to the Individualized Education Program (IEP).

MAJOR OUTCOMES

Students will:

- 1.Read a variety of materials and write effectively, in both individualized and class guided format.
2. Build decoding and encoding skills which will enhance reading ability;
3. Use direct instruction to develop reading, writing and mathematics skills;
4. Apply mathematical concepts in a variety of settings;
5. Demonstrate understanding of a variety of writing purposes;
6. Develop and increase oral and silent reading rate for improved fluency;
7. Demonstrate understanding of content materials in reading, writing and mathematics at the student's appropriate grade level; and
- 8.Demonstrate competency of California content standards depending on student's Individual Education Program (IEP).

Special Needs classes will count for 5 credits per class per semester on the student's transcript.

Coursework to be determined at IEP or through Case Manager

VISUAL AND PERFORMING ARTS

Performance and Presentation Standards

As the visual and performing arts department has grown, we have become increasingly aware that groups and students that perform or produce artistic elements at the Academy for Academic Excellence are representing the school and need to be accountable for a high level of performance. Therefore, we are adopting the general standard of “Quality, not Quantity” for all performances and artistic creations, both on and off campus. The policy terms are as follows:

1. Not all VPA classes are deemed performance groups, such as dance, strings, keyboard, and guitar. They *may* perform, but it is optional.
2. Choir and Band are performance groups.
3. Cancellations may be necessary for groups not ready to perform with excellence.
4. Performing is a privilege for hard working students. Individual instructors will provide alternate assignments for students who have not met performance standards.
5. VPA staff has the freedom to give informative feedback into each other's programs as a check and balance for quality and appropriateness.
6. Students will NOT be allowed to perform at any visual and performing arts event without prior screening of the performance by the instructor. No exceptions!
7. Disciplinary action may be taken against any student who performs an unauthorized act or actions at any VPA event.
8. It is our goal to produce shows of quality and be mindful of program length. Again, our goal is quality, not quantity.
9. Teachers will develop high standards of performance for each of their applicable classes and make students aware of expectations.
10. The VPA Academic Lead and/or the Principal/Vice Principal will make the final decision in regards to appropriateness.

MUSIC PROGRAM

PHILOSOPHY

Music is an important facet of education. All are touched daily by music and course offerings are designed to provide students with the opportunity to better understand the history, creation, and performance thereof. Courses are designed to promote a better understanding of the place of music in history, including the various national, regional, and cultural contributions to this art form; to provide students with the physical and interpretive skills necessary for personal and group performance, and to enhance an enlightened appreciation for all musical literature.

Please note: Only choir and band are considered musical "performance groups." Other classes, however, may give recitals and concerts at the instructor's discretion. The VPA department adopted Performance Standards beginning in Spring 2005. Students and/or groups that do not meet these standards will be given alternative assignments by their instructor in lieu of performing.

GOALS

Music students will be assisted to develop:

1. An enhanced respect for the creative process
2. A more sophisticated aural and emotional sensitivity in the listening and performing process.
3. A heightened ability in physical and manipulative coordination through learning an instrument.
4. An understanding of the independent and interdependent responsibilities of students involved in the various music performance organizations.
5. A lifelong appreciation and educated enjoyment of all forms, styles, and periods of music.

COURSE DESCRIPTIONS

46210 CONCERT CHOIR

Grade Level: 7, 8 Course Length: Year 5 credits per semester
Prerequisites: Previous choir/singing experience strongly encouraged. An audition may be required.

Course Description: Concert choir performs a variety of choral literature in a broad range of styles. Proper vocal and rehearsal techniques will be covered in class. Mandatory performances will be scheduled throughout the year.

46105 BEGINNING CONCERT BAND

Grade Level: 6, 7, 8 Course Length: Year 5 credits per semester
Prerequisites: Purchase of "Essential Elements 2000" and instrument purchase/rental is required. NOTE: Beginning students are ONLY accepted at the beginning of the fall semester by audition. Students entering the class after the first four weeks of the fall semester will need to pass an audition.

Course Description: Beginning Band is an opportunity for students to learn traditional band instruments in preparation for Marching/Concert Band. Students will learn correct posture, breathing, embouchure, music, reading, and ensemble playing techniques. Marching skills will also be taught. Instruments offered maybe: clarinet, flute, trumpet, and trombone. (Snare drum is offered, but limited to 2 students per year.) Important note: guitar, piano, drum set, and advanced band instruments, such as french horn, oboe, bassoon and tuba are NOT offered in beginning band.

46110 CONCERT/MARCHING BAND

Grade Level: 7, 8 Course Length: Year 5 credits per semester
Prerequisites: At least one-year prior experience playing an instrument with a minimum of one-year proficiency as evidenced by the successful completion of *Essential Elements 2000, Book 1*, or the equivalent or successful completion of a beginning band class with the grade of "B: or better or audition by the instructor. Students will provide their own instrument. In addition to the above requirements, a student may be asked to pass an audition.

Course Description: Concert/Marching band is an opportunity for students to perform instrumental music with their peers, while sharing the joy and rewards of working together musically. Along with developing individual self-confidence and creativity, playing in the group will give the student the understanding of how commitment and dedication leads to success. The students will learn to recognize musical terms and forms, in addition to furthering their music reading ability. Concert/Marching Band is a performing group. Students are required to participate in all parades, performances and festivals. Only traditional Concert and Marching Band instruments are allowed in the group. Students must supply their own instruments. Marching is mandatory.

46140 STRINGS I

Grade Level: 6, 7, 8 Course Length: Year 5 credits per semester
Prerequisites: Student must provide their own instrument or rent from the school at the rate of \$65 per semester. NOTE: Beginning students are ONLY accepted at the beginning of the fall semester **by audition**. Students entering the class after the first four weeks of the fall semester will need to **pass an audition**.

Course Description: The study and performance of standard string literature composed for the beginning level string player. Musical terminology, rhythmic figures and basic reading skills will be learned. Proper left hand position, bow technique, and musical performance practices will be emphasized. In addition to the techniques of rehearsal and performance, the students learn theory. Students may be required to participate in performances. Instruments being offered are cello and bass.

46150 STRINGS II

Grade Level: 6, 7, 8 Course Length: Year 5 credits per semester
Prerequisites: Satisfactory completion of Lower Strings I with a grade of "B" or better OR **audition** by Instructor. Student must provide their own instrument or rent from the school at the rate of \$65 per semester.

Course Description: The study and performance of standard string literature composed for the intermediate level string player. Musical terminology, rhythmic figures and intermediate reading skills will be learned to further enhance this experience. Proper left hand position, bow technique, and musical performance practices will be emphasized. In addition to the techniques of rehearsal and performance, the students learn theory. Students may be required to participate in performances. Instruments being offered are cello and bass. The course may be repeated for additional credit.

PHYSICAL EDUCATION

PHILOSOPHY

Physical Education is a vital element in a comprehensive, well-balanced educational program. A positive learning experience in physical education can be a major contributing factor in the optimum development of an individual in all aspects of life: physical, emotional, mental and social.

Through physical education, an individual has the opportunity to understand the importance of obtaining and maintaining a high level of physical fitness, developing good sportsmanship and socially desirable behavior, working towards maximum physiological development, developing a positive self-image and participating in a wide variety of physical activities. Satisfying and successful experiences in physical education should develop in an individual the desire to choose a continued active life-style.

COURSE DESCRIPTIONS

47120 PHYSICAL EDUCATION

Grade Level: 6, 7, 8

Course Length: Year

5 credits per semester

Prerequisites: None

Course Description: This course combines various forms of movement and fitness education, along with multiple opportunities to learn and play individual and team sports within the physical education class (i.e. movement concepts, basketball, volleyball, football, tennis, fitness training) Classroom lessons will also be a vital part of the course throughout the semester. National Content Standards in Physical Education will be the focus of this course.

EXPLORATIVE ROTATION

COURSE DESCRIPTIONS

49846 49856 49866 49876 MS ROTATION 6

Music Appreciation / Art / Introduction to Engineering / CS Explorations 1

(Rotations offered are subject to change)

Grade Level: 6 Course Length: 4 Quarter Courses / Year 5 credits per semester

Prerequisites: None

Course Description: This class is designed to provide students with an opportunity to sample multiple areas of study, which will drive elective choices in high school. Students will rotate through 4 subject areas, one per quarter. Individual course offerings may change without notice.

49846 Music Appreciation: This engaging course is designed to help students explore the many different aspects of music. They will learn what makes music “music”, evaluate different styles of music, identify instruments of the orchestra and learn to read some music notation.

49856 Art: This course will introduce the basic elements of art and principles of design through exploring various mediums including drawing, color, printmaking, sculpture and clay. Attention will be given to studio work, language, Art History, and culture studies. Students will gain knowledge and an appreciation for a variety of art forms.

49866 Introduction to Engineering: We will be building Rube Goldberg Machines. A Rube Goldberg Machine (RGM) is a crazy contraption which accomplishes a simple task in the most complicated – and funniest – way possible! Based on the “Invention” cartoons of the famous Pulitzer Prize-winning American cartoonist, Rube Goldberg, actual machines are at the heart of the Rube Goldberg Machine Contest. They use everyday items (mostly junk!), they tell a story and, most important of all – they make you LAUGH. While we are having fun creating kooky solutions to simple, everyday tasks they also happen to be incorporating elements of Science, Technology, Engineering, and Math (STEM), with Art and design thrown into the mix (STEAM) to invent incredible Rube Goldberg Machines! People who make Rube Goldberg Machines – whether for fun or to solve an actual task – are innately curious problem-solvers who often say, “I can fix that!”

49876 CS Explorations 1: This is an introductory course based in MyCS in Scratch that empowers students to engage with computer science as a medium for creativity, communication, problem solving, and fun. The CSE 1 Unit 1 Motion in Scratch unit is a highly interactive and collaborative introduction to fundamental computer science concepts around events and sequencing, as framed within the broader context of motion in Scratch. Through a series of real world scenarios, projects and challenges, students are introduced to foundational concepts that they will return to repeatedly throughout the unit and course. Students learn how they can use Scratch programming to instruct computers to trigger instructions to make things happen within their programs. The unit concludes with students developing a program that incorporates the concepts covered the unit of their choosing.

49847 49857 49867 49877 MS ROTATION 7

Graphic Novels / Illustrated Storytelling / Zombie-Based Geography / CS Explorations 1

(Rotations offered are subject to change)

Grade Level: 7 Course Length: 4 Quarter Courses/ Year 5 credits per semester

Prerequisites: None

Course Description: This class is designed to provide students with an opportunity to sample multiple areas of study, which will drive elective choices in high school. Students will rotate through 4 subject areas, one per quarter. Individual course offerings may change without notice.

49847 Graphic Novels: This rotation class is designed to introduce students to the literary genre of graphic novels. Students will learn the basic concepts, terminology, and purpose of graphic novels by reading and analyzing the core text *Norse Mythology*. Students will demonstrate their understanding of the concepts taught in this class by creating their own graphic novel at the end of the unit.

49857 Illustrated Storytelling: Students will create written pieces then produce visual depictions of their texts through the use of various media. Students will produce written pieces by going through the steps of the writing process (brainstorm, draft, edit, revise, produce) then bring their writing to life with hands-on creations in various media. Written pieces may include: biography, friendly letter, narrative story, argumentative/opinion, and informative. Students will work with a variety of different mediums such as paper, leather, fabric, metal, wood, and yarn to bring aspects of their texts to life.

49867 Zombie-Based Geography: When the zombies attack, how will the outbreak spread, where do we run, and where do we rebuild? Those key survival questions can be answered by using geography skills! Students will learn mapping skills, spatial relationships, patterns of migration and diffusion, & other geography skills to plot the zombie outbreak across the United States and identify locations best suited to rebuild society.

49877 CS Explorations 1: This is an introductory course based in MyCS in Scratch that empowers students to engage with computer science as a medium for creativity, communication, problem solving, and fun. The CSE 1 Unit 1 Motion in Scratch unit is a highly interactive and collaborative introduction to fundamental computer science concepts around events and sequencing, as framed within the broader context of motion in Scratch. Through a series of real world scenarios, projects and challenges, students are introduced to foundational concepts that they will return to repeatedly throughout the unit and course. Students learn how they can use Scratch programming to instruct computers to trigger instructions to make things happen within their programs. The unit concludes with students developing a program that incorporates the concepts covered the unit of their choosing.

49848 49858 49868 49878 MS ROTATION 8

Leadership / Health / Career Pathways / CS Explorations 1

(Rotations offered are subject to change)

Grade Level: 8

Course Length: 4 Quarter Courses / Year

5 credits per semester

Prerequisites: None

Course Description: This class is designed to provide students with an opportunity to sample multiple areas of study, which will drive elective choices in high school. Students will rotate through 4 subject areas, one per quarter. Individual course offerings may change without notice.

49848 Leadership: Leadership (Traditions, Wellness, Foundations of Citizenship, Character and Space Force Tradition) introduces students to leadership. This class develops leadership skills and acquaints students with the practical application of life skills. The class emphasizes discipline, responsibility, leadership, followership, citizenship, customs and courtesies, cadet corps activities, study habits, time management, communication skills, career opportunities, life skills, financial literacy, management skills, and drill and ceremonies. This class will help students make a successful transition into the high school environment and provides a brief introduction to the Space Force Junior Reserve Officer Training Corps (SFJROTC) program at AAE, the first and only such program in California and the first and only such program in the world on the campus of a Charter School. Students will also be acquainted to the Presidential Physical Fitness Program. The goals of this wellness and fitness program include:

- Creating individualized training programs based on national standards by age and gender
- Identifying areas of improvement for each student
- Incorporating a physical training program for each student to reach their goal
- Develop a personal nutritional plan for each student, promoting healthy eating habits

49858 Health: Health is a quarter long course included in the 8th grade elective rotation. The goal is to provide students with the basic knowledge to make good, personal, healthy, life choices. Course content is taught through lecture, written assignments/ quizzes, and group activities. Topics covered include: Anatomy of the Human Body; Prescription and illegal drug use and abuse; Alcohol use and Abuse; Tobacco Use and Health Effects; Contraception, Reproduction and Sexuality; Infectious Diseases; Sexually Transmitted Diseases; and Mental Health / Stress.

49868 Career Pathways: Develop an understanding of career clusters and pathways. Define the goal setting necessary to achieve desired success as well as define the academic classes (both high school and collegiate level) needed to provide as prerequisites for the desired career path.

Building Interpersonal and intrapersonal communication skills through discussion topics and writing prompts (personal assets, attributes, and understanding the love languages of self and others)

Discovering/ defining employability and characteristics of success. Applying creativity to consider new innovations as well as researching the leaders of new innovations from past to present.

Expanding the understanding of vocabulary terms regarding careers, innovations, economy, business, and marketing.

Explore the benefits and negative aspects of career choices as well as the economic compensations for various occupations. Practice writing a formal resume, completing a job application and role-play interviews with a group of peers. Gain a clear concept of the job market and the trends over time as they develop.

49878 CS Explorations 1: This is an introductory course based in MyCS in Scratch that empowers students to engage with computer science as a medium for creativity, communication, problem solving, and fun. The CSE 1 Unit 1 Motion in Scratch unit is a highly interactive and collaborative introduction to fundamental computer science concepts around events and sequencing, as framed within the broader context of motion in Scratch. Through a series of real world scenarios, projects and challenges, students are introduced to foundational concepts that they will return to repeatedly throughout the unit and course. Students learn how they can use Scratch programming to instruct computers to trigger instructions to make things happen within their programs. The unit concludes with students developing a program that incorporates the concepts covered the unit of their choosing.